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ABSTRACT

The use of the College-Level Examination Program (CLEP) was evaluated by the Florida Postsecondary Education Planning Commission. In addition to a comprehensive analysis of research studies relating to CLEP conducted in various states, CLEP policies at state universities and community colleges in Florida were examined. Perceptions of Florida faculty and administrators regarding the use of CLEP were also surveyed, along with the use of the Proficiency Examination Program (PEP). Florida appears to have the most comprehensive state policy regarding CLEP. Although use of CLEP general examinations has decreased significantly in Florida and nationally since the mid-1970s, the Commission concluded that CLEP general examinations should be continued. The Commission recommends, however, that certain research activities be completed before a final decision is made on the CLEP general examinations in English composition and mathematics. The Commission believes a consistent state policy on the use of CLEP and PEP, and other nationally-standardized, credit-by-examination programs included in the articulation agreement is essential. There is no evidence to indicate that students who receive CLEP credit perform at a lower level than students who do not receive CLEP credits. It is concluded that CLEP and PEP are not for all students; however, they provide a valuable option for advanced students and those seeking other higher level coursework or time-shortening college opportunities. Appended are survey results and information on CLEP policies at Florida universities and selected community colleges. (SW)

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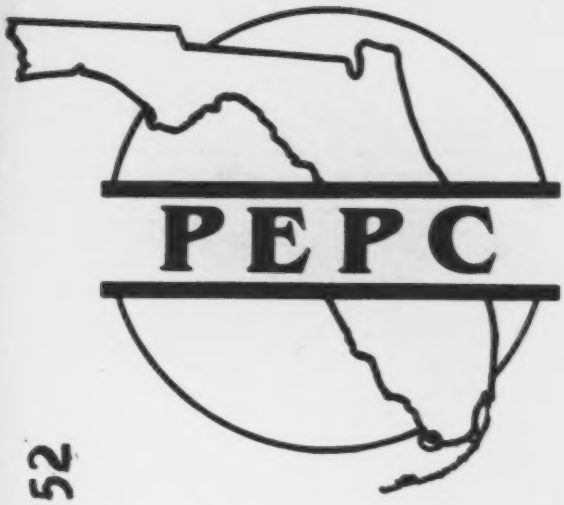

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A STUDY OF THE COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP) IN FLORIDA

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Report and Recommendations of the Postsecondary Education Planning Commission

1987 - REPORT 7

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The Postsecondary Education Planning Commission, initially created by executive order in 1980 and subsequently given statutory authority, serves as an advisory body to the State Board of Education on all postsecondary education matters. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

The major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation directed that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs and branch campuses of public postsecondary education institutions; reviewing public postsecondary education budget requests for compliance with the State Master Plan; recommending to the Commissioner of Education proposals for support through the Postsecondary Cooperation Trust Fund; and periodically evaluating the State's 28 regional coordinating councils for vocational education, adult general education and community instructional services.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 304 Knott Building, Department of Education, Tallahassee, Florida, 32301; telephone (904) 488-7894.

POSTSECONDARY EDUCATION PLANNING COMMISSION

A STUDY OF
THE COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)
IN FLORIDA

1987 - Report 7

March 19, 1987

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EXECUTIVE SUMMARY

At the March 18, 1986 meeting of the Articulation Coordinating Committee, the Standing Committee on Alternative Ways of Earning Credit recommended that "a study be undertaken to determine if CLEP general examinations should be eliminated from the Articulation Agreement as of September 1, 1987." This recommendation followed considerable discussion by the Standing Committee about the suitability of CLEP general examinations in light of the Gordon Rule requirements and other recent statutory and rule changes. Subsequent to this meeting, the Chairman of the Articulation Coordinating Committee requested that the Postsecondary Education Planning Commission conduct a study to review the use of the CLEP examinations in Florida.

The College-Level Examination Program (CLEP), a national system for awarding credit-by-examination, has been widely used in Florida. This program was established in 1965 by the College Entrance Examination Board and is administered by the Educational Testing Service. CLEP was developed to serve students who acquire knowledge through means outside of regular baccalaureate degree programs.

There are two types of CLEP examinations: (1) the general examinations, designed to provide a comprehensive measure of undergraduate achievement in five basic areas of liberal arts (English composition, mathematics, natural sciences, humanities, and history); and (2) the 30 subject examinations, designed to measure achievement in specified undergraduate courses.

In 1972 and 1973, Florida passed legislation relating to student acceleration -- one of six student acceleration mechanisms included in this statute provides for the granting of academic credit on the basis of CLEP examinations. SBER 6A-10.024 outlines the articulation between universities, community colleges and school districts including transfer policies and outlines the requirements regarding CLEP. The most significant modification in state board rules to affect CLEP in recent years was the addition of SBER 6A-10.30 (the Gordon Rule) in October 1982. This rule requires that students in Florida's public community colleges and universities successfully complete twelve semester hours of English coursework in which the student is required to demonstrate writing skills. Six semester hours of mathematics at the level of college algebra or higher are also required. CLEP credit can only be awarded for three of the six required mathematics credits and cannot be used to satisfy the writing requirements for English.

Many studies have been conducted in Florida on the CLEP program. These studies were conducted when the popularity of CLEP examinations in Florida was high. Since 1974-75, the use of CLEP has been declining rapidly. The number of CLEP credits awarded in Florida declined by 84 percent between 1974-75 and 1983-84. It should be noted that this decrease in CLEP usage in Florida is characteristic of other states as well. The Educational Testing Service has reported a significant decrease nationally in the use of the CLEP general examinations since 1974-75. However, the decline in the use of CLEP nationally is not characteristic of the CLEP subject examinations. The studies on CLEP as well as the decline in the use of CLEP are addressed in the report.

To facilitate this study, the Commission chairman appointed Commission member Al Williams to work with Commission staff. In addition, the chairman of the Articulation Coordinating Committee appointed a task force to provide assistance to the Commission as the study was conducted. Task force members included: Will Holcombe, President, Broward Community College; Paul Parker, Chief of the Bureau of Program Support and Services, State Board of Community Colleges; Mary Robinson, Assistant Director for Academic Programs, Board of Regents; and Jeannine Webb, Director of the Office of Institutional Resources, University of Florida. Commission staff obtained comments from task force members on the survey instruments, background report, and draft of the final report.

Commission staff worked with the House Higher Education Oversight Subcommittee which was studying accelerated articulation in Florida. Commission staff attended subcommittee meetings and responded to a subcommittee request to include questions about the Proficiency Examination Program (PEP) on the survey instruments for this study.

The Commission's study provides a policy review and status report on the use of the College-Level Examination Program (CLEP). The study includes a comprehensive analysis of research studies relating to CLEP conducted in various states, an examination of CLEP policies at state universities and community colleges in Florida, and a survey of the perceptions of Florida faculty and administrators regarding the use of CLEP. The survey also includes information on the Proficiency Examination Program (PEP).

Florida appears to have the most comprehensive State policy regarding CLEP. Although the use of CLEP general examinations has decreased significantly in Florida and nationally since the mid-1970's, the Commission concludes that the CLEP general examinations should <u>not</u> be eliminated from the articulation agreement at this time. CLEP and PEP provide the only credit-by-examination programs available to the non-traditional college student. There is no evidence in the existing research to indicate that students who receive CLEP credit perform at a lower level than students who do not receive CLEP credit. In fact, the research suggests the opposite. The effect of CLEP on CLAST has not been studied, and therefore, could not be considered in the present analysis.

After analyzing the available information and data, the Commission offers the following recommendations:

1. Section 240.115, Florida Statutes, should be amended to require that both community colleges and state universities offer and award appropriate credit for CLEP, PEP, and other nationally-standardized, credit-by-examination options protected under the articulation agreement.

2. The Articulation Coordinating Committee, in collaboration with English, mathematics, social studies, natural sciences, and humanities faculty members should examine the CLEP general examination cutoff scores for the five CLEP general examinations to determine if the current level is still the most appropriate percentile to be used for granting credit. The Articulation

Agreement should be amended, if necessary, to reflect the results of this analysis by March 1988.

3. The Assessment, Testing, and Evaluation Section of the Florida Department of Education, in cooperation with the Board of Regents and the State Board of Community Colleges, should conduct an empirical study to determine how students who take and receive credit for CLEP general examinations in English and mathematics perform on the common placement tests and the CLAST examination. This research should include an analysis of the courses students take in lieu of those for which they receive CLEP credit. If the results of this research indicate that students who are granted CLEP credit do not perform as well on the CLAST examination when compared to students who have taken coursework, consideration should be given to modifying Section 240.115(5), Florida Statutes, to eliminate the CLEP general examination in English composition and mathematics from this statute. The results of this study should be reported to the State Board of Education and Legislature by March 1, 1988. No final decision by the State Board of Education on the possible elimination of the CLEP general examinations in mathematics and English composition from the Articulation Agreement should be made until this research, and the analysis of the appropriate cutoff levels called for in the previous recommendation, are completed.

4. If the results of the empirical research on the relationship of student performance on CLEP and CLAST indicate that students who receive CLEP credit do as well or better on CLAST examinations, then the Gordon Rule (SBER 6A-10.30) should be modified to permit students to receive up to six of the 12 semester hours in English through the use of the CLEP general and subject examinations in English.

5. The results of the research efforts recommended by the Commission should be communicated by the Department to community college, university and high school administrators so that they may be shared with faculty members and counselors who are in the best position to advise and encourage students to attempt CLEP, PEP, and other nationally-standardized, credit-by-examination options protected under the articulation agreement.

6. CHOICES, the computerized guidance and information system available to Florida high school and college students, should include information on the potential financial and time savings available to students through CLEP, PEP, and other nationally-standardized, credit-by-examination programs included in the articulation agreement.

7. Regional business and postsecondary education consortia in Florida should advise business and industry in their region of the CLEP option for their employees who wish to pursue an undergraduate education. Interested industries should be encouraged to contact the College Board. In cooperation with postsecondary education institutions and the College Board, regional consortia could sponsor

workshops on the advantages of CLEP to the employee who wants to obtain a college degree at a postsecondary institution in Florida.

CLEP examinations provide an important student acceleration mechanism for those who acquire knowledge through means other than traditional coursework. Through credit-by-examination programs, students are provided with opportunities for accelerating their college studies and this may result in financial savings for both the students and the State. Credit-by-examination programs have also been recognized by Florida policymakers as appropriate for shortening a program for students and avoiding redundancy in coursework. Although the attitudes of faculty and administrators toward CLEP subject examinations are more favorable than toward the CLEP general examinations, the Commission found no reason at this time to recommend that the general examinations be eliminated from the articulation agreement. The Commission recommends, however, that certain research activities be completed before a final decision is made on the CLEP general examinations in English composition and mathematics. Nonetheless, the Commission believes that a consistent state policy in both community colleges and state universities on the use of CLEP, PEP, and other nationally-standardized, credit-by-examination programs included in the articulation agreement is essential.

Both the Board of Regents and the State Board of Community Colleges are currently updating their master plans; a narrative on state and institutional policies regarding credit-by-examination would be a valuable addition to these documents. In addition, counseling opportunities for students which include credit-by-examination options should be stressed within the master plan of each board. The Commission concludes that CLEP and PEP are not for all students, however, they provide a valuable option for advanced students and those seeking either higher level coursework or time-shortening educational opportunities.

I. INTRODUCTION

At the March 19, 1986 meeting of the Articulation Coordinating Committee, the Standing Committee on Alternative Ways of Earning Credit recommended that "a study be undertaken to determine if CLEP general examinations should be eliminated from the Articulation Agreement as of September 1, 1987." This recommendation followed considerable discussion by the Standing Committee about the suitability of CLEP general examinations in light of the Gordon Rule requirements and other recent statutory and rule changes. Subsequent to the March meeting, the Chairman of the Articulation Coordinating Committee requested that the Postsecondary Education Planning Commission conduct a study to review the use of the CLEP examinations in Florida.

The College-Level Examination Program (CLEP), a national system for awarding credit-by-examination, has been widely used in Florida. This program was established in 1965 by the College Entrance Examination Board and is administered by the Educational Testing Service. CLEP was developed to serve students who acquire knowledge through means outside of regular baccalaureate degree programs (e.g. correspondence or university extension courses, educational television, adult education programs, on-the-job training, independent study).

There are two types of CLEP examinations: (1) the general examinations, designed to provide a comprehensive measure of undergraduate achievement in five basic areas of liberal arts (English composition, mathematics, natural sciences, humanities, and history); and (2) the 30 subject examinations, designed to measure achievement in specified undergraduate courses.

In 1972 and 1973, Florida passed legislation relating to student acceleration. The Legislature recognized that student acceleration mechanisms result in financial savings to the State and the student. For example, in 1974-75, the Department of Education reported that the use of acceleration mechanisms had resulted in a savings to the State of $6 million, and approximately $2.6 million in student fees.

The statute and state board rule governing CLEP will be discussed in the next chapter. In brief, one of six student acceleration mechanisms included in this statute provides for the granting of academic credit on the basis of CLEP examinations. Section 240.115(5) on student acceleration mechanisms states that state universities must offer CLEP and students who satisfactorily complete such examinations shall receive full credit for the course as if it had been taken, completed and passed.

SBER 6A-10.024 outlines the articulation between universities, community colleges and school districts. With regard to the CLEP examinations, the key elements of the state board rule are: "the transfer of credit under terms of the articulation agreement is mandatory provided that the institution awarded the credit on the basis of scaled scores determined to the equivalent of student achievement represented by the fiftieth (50th) percentile; and not more than six (6) semester or nine (9) quarter credits are to be transferred in each of the five (5) areas of the general examinations: English, humanities, mathematics, natural science, and social science/history." A combined total of up to 45 semester hours may be granted for the CLEP general and subject examinations for transfer credit.

The most significant modification in state board rules to affect CLEP was the addition of SBER 6A-10.30 (the Gordon Rule) in October 1982. The Gordon Rule requires that students in Florida's public community colleges and universities successfully complete twelve semester hours of English coursework in which the student is required to demonstrate writing skills. Six semester hours of mathematics at the level of college algebra or higher are also required. Three semester hours may be fulfilled by the CLEP examination in mathematics. The waivers permitted under the Gordon Rule and the effect of the Gordon Rule on the use of CLEP in Florida will be discussed in Chapters II and III.

Many studies have been conducted in Florida on the CLEP program. When these studies were conducted, the popularity of CLEP examinations in Florida was high. Since 1974-75, the use of CLEP has been declining rapidly. The number of CLEP credits awarded in Florida declined by 84 percent between 1974-75 and 1983-84. It should be noted that this decrease in CLEP usage in Florida is characteristic of other states as well. The Educational Testing Service has reported a significant decrease nationally in the use of the CLEP general examinations since 1974-75. A similar decline is not evident in the use of CLEP subject examinations either nationally or in Florida. The studies on CLEP as well as the decline in the use of CLEP will be addressed in Chapter II.

Commission Approach

To facilitate this study, the Commission chairman appointed Commission member Al Williams to work with Commission staff. In addition, the chairman of the Articulation Coordinating Committee appointed a task force to provide assistance to the Commission as the study was conducted. Task force members included: Will Holcombe, President, Broward Community College; Paul Parker, Chief of the Bureau of Program Support and Services, State Board of Community Colleges; Mary Robinson, Assistant Director for Academic Programs, Board of Regents; and Jeannine Webb, Director of the Office of Institutional Resources, University of Florida. Commission staff obtained comments from task force members on the survey instruments, background report, and draft of the final report.

Commission staff also worked with the House Higher Education Oversight Subcommittee which was studying accelerated articulation in Florida. Commission staff attended subcommittee meetings and responded to a subcommittee request to include questions about the Proficiency Examination Program (PEP) on the survey instruments for this study.

Administrator and faculty questionnaires were developed to investigate knowledge, perceptions, and use of the CLEP and PEP examinations in Florida. In addition to the survey, Commission staff reviewed national and state studies on CLEP and analyzed policies in other states regarding the awarding of CLEP credit for both general and subject examinations. Chapter III contains the results of these research efforts.

The Commission provided a report to the Articulation Coordinating Committee, the State Board of Education, and the Legislature in March 1987 as to recommended future state policy regarding CLEP. The Commission's conclusions and recommendations are contained in Chapter IV.

II. CREDIT-BY-EXAMINATION PROGRAMS

The College-Level Examination Program (CLEP)

Almost one million persons have taken over two million CLEP examinations in the United States, Puerto Rico, and the Virgin Islands since 1967. An additional 900,000 CLEP examinations have been administered since 1974 to servicemen stationed in other countries under the auspices of the Defense Activity for Nontraditional Educational Support (DANTES) program. At the present time, over 2,000 colleges and universities grant college credit based on successful performance on CLEP examinations.

Since the introduction of CLEP in 1965, numerous studies have been conducted that address issues pertinent to the program. In 1982, Barry Druesne, CLEP Program Director, compiled the results of these studies in a publication entitled "What 200 Studies Reveal About CLEP." At least 20 of the studies were conducted in Florida. The following is a summary of the most salient findings of these studies as well as of other more recent investigations. Special mention will be made of those studies that are relevant to the use of CLEP in Florida.

Characteristics of CLEP Participants

Several research studies on CLEP reveal that students who enroll in college directly from high school and take the CLEP examinations, tend to have higher high school grade point averages (GPA), higher percentile ranks in their high school graduation class, and higher SAT and ACT scores then those who do not take the CLEP examinations. In addition, students who receive CLEP credit tend to maintain a higher college GPA and aspire to higher educational goals than students who do not.

CLEP candidates tend to be older than traditional college students. An early study conducted for the College Board (Halstead, 1969) found that 78 percent of CLEP candidates at that time were in their thirties and forties. Thirteen years later, Lutz (1976) observed that the average age of the CLEP participants in Connecticut was 44. The Educational Testing Service (ETS) reported that, in 1985-86, almost half of all the CLEP candidates in the nation (and 31 percent of CLEP candidates in Florida) were 26 years of age or older. The same ETS report indicates that, in 1985-86, approximately 63 percent of all CLEP candidates and 69 percent of those 26 years and older were women. The percentages for Florida are 57 percent and 67 percent respectively. Tables 1 and 2 include the breakdown of CLEP candidates by age and sex, nationally and in Florida.

According to ETS, most of the older CLEP candidates have completed high school and many have already received some college credit. ETS studies reveal that men tend to take the CLEP examinations and go back to college to develop a second career or upgrade themselves in their current career; women, on the other hand, tend to take CLEP when returning to college after raising a family as they prepare for an occupation outside the home.

TABLE 1

AGE AND SEX OF CLEP CANDIDATES IN THE UNITED STATES

YEAR	AGE	MALE	FEMALE	TOTAL	PERCENTAGES
1982-1983	18 and under	7,271	11,008	18,279	(30%)
	19-21	4,492	5,413	9,905	(16%)
	22-25	3,459	4,003	7,462	(12%)
	26 and over	7,118	16,662	23,780	(40%)
	Total	22,340	37,086	59,426	
1983-1984	18 and under	5,983	8,868	14,851	(27%)
	19-21	4,093	4,984	9.077	(17%)
	22-25	3,189	3,721	6,910	(13%)
	26 and over	6,968	15,570	22,538	(42%)
	Total	20,233	33,143	53,376	
1984-1985	18-under	5,278	8,087	13,365	(26%)
	19-21	3,715	4,925	8,640	(17%)
	22-25	3,067	3,503	6,570	(13%)
	26 and over	6,770	15,287	22,057	(43%)
	Total	18,830	31,802	50,632	
1985-1986	18-under	4,208	6,663	10,871	(22%)
	19-21	3,282	3,282	7,573	(15%)
	22-25	2,964	2,964	6,526	(13%)
	26 and over	7,153	7,153	23,280	(48%)
	Total	17,607	20,643	48,250	

Source: Educational Testing Service, September 1986.

TABLE 2

AGE AND SEX OF CLEP CANDIDATES IN FLORIDA

YEAR	AGE	MALE	FEMALE	TOTAL	PERCENTAGES
1982-1983	18 and under	838	1,212	2,050	(35%)
	19-21	642	640	1,282	(22%)
	22-25	320	320	640	(11%)
	26 and over	521	1,244	1,765	(30%)
	Total	2,321	3,416	5,737	
1983-1984	18 and under	645	868	1,513	(29%)
	19-21	706	748	1,454	(28%)
	22-25	361	287	648	(12%)
	26 and over	418	1,108	1,526	(29%)
	Total	2,130	3,011	5,141	

TABLE 2 (cont.)

AGE AND SEX OF CLEP CANDIDATES IN FLORIDA

YEAR	AGE	MALE	FEMALE	TOTAL	PERCENTAGES
1984-1985	18 and under	538	822	1,360	(27%)
	19-21	770	873	1,643	(33%)
	22-25	345	294	639	(12%)
	26 and over	396	935	1,331	(26%)
	Total	2,049	2,924	4,973	
1985-1986	18 and under	501	635	1,136	(27%)
	19-21	518	573	1,091	(26%)
	22-25	294	266	560	(13%)
	26 and over	450	903	1,353	(32%)
	Total	1,763	2,377	4,140	

Source: Educational Testing Service, September 1986.

Performance of CLEP Students

Students who receive credit for CLEP examinations seem to do as well as or better in courses taken following those for which credit was granted than students without CLEP credit who took regular classroom instruction. Furthermore, students who receive CLEP credit tend to enroll in advanced courses in areas for which they have received credit at almost the same rate as students not granted CLEP credit.

Several longitudinal studies, including two in Florida - one of 1300 students at the University of Florida (Legg and Webb, 1977) and the other of 200 students at five community colleges (Losak, 1977) - found that students who receive CLEP credit tend to have significantly higher college GPAs overall, and also tend to have higher GPAs in their major fields. In addition, students granted CLEP credit tend to withdraw from college at a lower rate and to graduate earlier or within the stipulated time (e.g. after two years at a two-year institution or after four years at a four-year institution) than students not awarded credit. In the Losak study, the CLEP group had a graduation rate of 62.2 percent which was considerably higher than the graduation rate for the non-CLEP group of 35.5 percent.

Validity and Reliability of CLEP Examinations

One of the most researched areas as it relates to the CLEP examinations is that of their validity and reliability. In general, the studies that address the issue of validity begin their analysis by determining how institutions decide on cutoff scores for granting credit and developing local norms. In most cases, faculty first review the content of the CLEP examinations and compare it with the content normally contained in corresponding college courses. Institutions then administer the CLEP examinations to students

completing the appropriate course(s), calculate the mean scores on the CLEP examinations, and correlate the scores on the CLEP examinations to final course grades. Cutoff scores for awarding credit are often set on the basis of these calculations; however, as in Florida, they can also be based on a comparison with the national norming samples.

One study conducted at Florida A & M (Abraham, 1974) examined whether the 50th percentile on a national norm was a valid level for awarding freshman credit. The results show a clear relationship between credit hours earned and mean freshman GPA, and among mean scores on a twelfth grade test, mean credit hours attempted, and mean credit hours earned. The 50th percentile cutoff level was therefore deemed reasonable. In another study previously cited, Losak (1977) compared the grade point average of a group of Miami-Dade Community College students who had received credit for CLEP examinations at a 25th percentile cutoff (before Florida established the 50th percentile as the minimum cutoff level) to the grade point average of a group which received credit for CLEP examinations at the 50th percentile level and to a group of non-CLEP participants. He found that students who received credit for CLEP examinations at levels lower than the 50th percentile earned grade point averages that were lower than those of their counterparts by a statistically significant margin. Thus, Losak concluded that "with credit awarded between the 25th and 49th percentile, students should be cautioned about the possibilities of facing later academic difficulties."

Other studies investigated the relationship between the content of the CLEP examinations and the content of corresponding courses. In general, consensus exists among faculty that there is a high correlation. However, a few studies indicated some dissension. After analyzing the general examination in English composition and two subject area examinations - freshman English and college composition - two researchers at the University of Toledo (Rudolph and Summers, 1977) reported that these examinations place too much emphasis on recognizing errors in grammar, usage, and diction, and not enough on identifying main ideas in passages or understanding the relationship of one sentence to those immediately adjacent to it. They concluded that the Freshman English examination was appropriate for granting credit for the Freshman English courses, but that the college composition and the general examination in English composition were not. The CLEP general examination in English composition has since been revised.

The results of a study at the University of Delaware (Cashin, 1967) led to the exclusion of the general examinations in social science/history at that institution because it was found that the correlation of this examination with grade point average in the social sciences area was considerably lower then the correlations between scores on the other CLEP examinations evaluated and grade point averages in the corresponding curriculum areas.

One researcher (Legg, 1975) at the University of Florida compared the Florida Twelfth Grade Test (FTGT) and the CLEP general examinations and concluded that they measured similar characteristics. A correlation analysis found four traits to be in common between both batteries: general ability factor, mathematical factor, verbal factor, and science achievement factor. The CLEP general examinations were judged to have more items at a higher difficulty criterion validity level than the FTGT.

How reliable are the CLEP examinations? Researchers that have sought an answer to this question consistently report that the reliability coefficients of the examinations administered to their own students corresponds with the reliability coefficients published for the national norming samples by the College Board.

Only a few studies have compared CLEP local scores with national norms. Although somewhat outdated, two examples illustrate these findings. In 1972, Angell and Bailey found that the mean scores on the general examinations in social sciences/history, humanities, and natural sciences of a randomly selected sample of 1,340 California State University and College System (CSUC) students generally corresponded with the mean scores of the 1963 national college sophomore norming group. However, the mean score on humanities for CSUC women was significantly lower than the national sophomore mean, and the mean scores of CSUC men and women on the natural sciences examination was higher than the national norm. Another study conducted by Beanblossom (1969) at the University of Washington found that students at that institution performed better than the national college sophomore norming group in three CLEP general examinations - humanities, natural sciences, and social sciences/history.

Financial Implications of CLEP for Students, Institutions and States

Few studies have addressed the issue of the substantial savings to students who receive credit for CLEP examinations. Part of the reason for this lack of evidence is that the amount of true savings is not easily determined. Studies of this nature must take into account whether the student subsequently took additional courses voluntarily in place of those for which credit was granted initially, whether students were merely exempted from courses and subsequently required to enroll in more advanced courses to meet degree requirements, and so forth.

A few studies which examined financial implications for students can be cited. McLuskey (1977) reported that students who had received CLEP credit over a four-year period at Arkansas State University had collectively saved $1.5 million in tuition, housing, transportation, and personal expenses. Another study (Henion, 1980) provided evidence that at North Carolina community colleges, each student who received the equivalent of a quarter of CLEP credit (16 credit hours), saved approximately $333 and was excused from 171 hours of classroom attendance.

The financial implications of CLEP for institutions and states are also difficult to determine. Many factors must be considered before any conclusions can be drawn. A study reported in the Fall 1986 issue of The College Board Review (Swift and McHugh, 1986) suggests that the use of CLEP can generate funds for an institution if the policy attracts students who would not otherwise enroll in that institution. This study was conducted at the University of Toledo to determine whether the university had lost revenues as a result of allowing adult students enrolled in the Adult Liberal Studies (ALS) program to earn up to 75 quarter hours of college credit toward the B.A. degree. Of the 1,049 students who enrolled in the program between 1971 and 1984, 436 students had taken at least one CLEP examination. It was found that 158 students or 36 percent indicated that they had enrolled in the ALS program

because of the institution's policy of granting CLEP credit. The income generated by these students amounted to almost one million dollars and exceeded the amount of money the university lost because credit for prior learning was granted.

Two studies of single institutions (Miami-Dade Community College, Lukenbill, 1975; and Arkansas State University, McLuskey, 1977) conclude that CLEP examinations results in substantial savings in faculty salaries and consequently in state funds. In 1974-75, the Florida Department of Education reported that the use of acceleration mechanisms had resulted in a savings to the State of $6 million, and approximately $2.6 million in student fees.

Perceptions of Faculty, Administrators and Others Toward CLEP

Two studies conducted in Florida suggest favorable attitudes toward CLEP. Tully (1976) surveyed 332 high school teachers and counselors from 55 of the 67 school districts and found that 80 percent agreed that granting credit-by-examination was educationally sound. Furlong (1976) assessed the perceptions toward CLEP of 158 Florida university and community college administrators. He found general acceptance of CLEP; administrators at two-year colleges tended to be more supportive of CLEP then those at four-year institutions. Ninety-six percent of the former and 75 percent of the latter agreed that CLEP is an appropriate tool for granting credit-by-examination in Florida. The administrators expressed that faculty at their respective institutions generally supported CLEP. Administrators stated that students found CLEP to be financially beneficial and that CLEP did not put them at a disadvantage in subsequent courses. As will be discussed in the next chapter, this 1976 survey served as a basis for comparison with the Commission's current survey.

CLEP Policies in Florida

Florida policymakers have long upheld the concept that providing students with opportunities for accelerating their college studies results in financial savings to the State and to the student. The Legislature has recognized the appropriateness of student acceleration for shortening a program for students and avoiding redundancy in coursework. In 1972 and 1973, the Florida Legislature enacted statutes that provided several acceleration mechanisms for students: early admission, dual enrollment, advanced placement for college-level work done in high school, and academic credit on the basis of tests such as the College-Level Examination Program (CLEP). Regarding CLEP, Sections 240.115(4) and (5), Florida Statutes, on student acceleration mechanisms state:

> (4) The levels of postsecondary education shall collaborate in further developing and providing articulated programs in which students can proceed toward their educational objectives as rapidly as their circumstances permit. Time-shortened educational programs, as well as the use of acceleration mechanisms, shall include, but not be limited to, credit-by-examination or demonstration of competency,

advanced placement, early admissions, and dual enrollment.

(5) Each university in the State University System shall offer, upon request, to all students enrolled for the first time at that university, at the time of enrollment, and make available to all other students, not less than once annually, the College-Level Examination Program (CLEP) examinations offered by the college entrance examination board or equivalent examinations in those general subject areas which are required or may be applied toward general education requirements for a baccalaureate degree at that university. A student satisfactorily completing such examinations shall receive full credit for the course the same as if it had been taken, completed and passed.

The statute requires that state universities provide students with the opportunity to take CLEP examinations and award appropriate credit; however, no such mandate exists for the community colleges. The community colleges were actively involved with CLEP in the early 1970's. The current statute was passed to ensure that students receiving CLEP credit while in community colleges were able to transfer such credit to state universities. In addition, it attempted to increase the availability of this option to students who began their postsecondary education work in state universities.

State Board of Education Rule (SBER) 6A-10.024 outlines the articulation agreement between universities, community colleges and school districts. This rule clearly establishes that transfer policies must include the acceptance of CLEP credit. The key elements of this rule, pertinent to CLEP, are:

a. The transfer of credit under terms of the articulation agreement is mandatory provided that the institution awarded the credit on the basis of scaled scores determined to the equivalent of student achievement represented by the fiftieth (50th) percentile on the combined men-women sophomore norms which were in use prior to 1974, with no letter grade or quality points assigned.

b. Not more than six (6) semester or nine (9) quarter credits are to be transferred in each of the five (5) areas of the general examinations: English, humanities, mathematics, natural science, and social sciences/history.

c. Credit for general examinations in English taken after September 1, 1979 may be transferred only for scores determined by successful completion of both the objective and the essay portions of the examination.

d. Subscores shall be used for awarding credit on the general examination in natural sciences. Three

semester credits may be awarded for a biology subscore of fifty (50) or above and three (3) semester credits may be awarded for a physical science subscore of forty-nine (49) or above.

e. Because College-Level Examination Program credit is regarded in the same category as transfer credit, no matter how earned, the maximum transferability of credit under the College-Level Examination Program, both general and subject examinations combined, is forty-five (45) semester or sixty-seven and one-half (67.5) quarter credits.

Fee Waiver Program

In 1979 and 1980, the Florida Legislature allocated $100,000 annually to pay CLEP general examination fees for students who could not afford them. According to the College Board, Florida has been the only state to initiate a fee waiver program. The State Board of Education implemented the program through Administrative Rule 6A-7.399, which prescribed the criteria for determining the eligibility of students and the procedure to be followed by school districts and colleges for issuing vouchers to qualified students. The program was created in response to the concern expressed by several institutions that CLEP fees might keep minority candidates from accelerating their undergraduate program of studies, with the indirect result of additional cost to both the students and the State. It was estimated that at least 1,000 needy students would benefit from the CLEP Fee Waiver Program. However, during its first year, only 46 candidates took 109 tests at a cost of $2,180; the total amount spent during the second year was $2,620. The program was terminated in 1981 due to lack of interest.

Use of CLEP by High Schools

The Palm Beach County School District has been using CLEP general examinations as a criterion for awarding honors diplomas to graduating high school students for several years. High school seniors with a 3.5 GPA are given the opportunity to take the mathematics and English composition general examinations; successful completion of these CLEP examinations entitles the student to receive an honors diploma. The school district covers the cost of the examinations. The Commission was informed in December 1986 that the school district is considering discontinuing this practice because of the cost ($15,000 a year) and because school district administrators in Palm Beach County have questioned whether a single criterion such as CLEP general examinations should be used to determine a student's eligibility for an honors diploma. Palm Beach is the only school district in Florida that has used CLEP in this manner.

The Gordon Rule

A significant modification to the undergraduate coursework requirements in English and mathematics occurred in 1982 with the promulgation of SBER 6A-10.30, referred to as the Gordon Rule. This rule establishes assessment procedures designed to measure student achievement in college-level

communication and computation skills. Specifically, prior to being awarded an Associate of Arts degree, students in Florida's public community colleges and universities must successfully complete:

a. Twelve semester hours of English coursework in which the student is required to demonstrate writing skills. An English course is defined as any semester-length course within the general area of humanities in which the student is required to produce written work of at least 6,000 words.

b. Six semester hours of mathematics at the level of college algebra or higher. Three semester hours may be fulfilled by courses outside the mathematics department such as logic or statistics.

The Gordon Rule permits a number of exemptions and waivers:

- Students who achieve a 4.0 average for their first six hours of English coursework may waive the remaining six hours until after entry into the upper division of a university and shall be considered eligible for an Associate of Arts degree.

- Students who satisfy the College-Level Examination Program (CLEP) requirements for post-admission coursework exemptions may exempt three of the six mathematics hours required by the Rule.

- Students exempted from three mathematics hours under subparagraph (b) above, may be exempted from the remaining three if their high school transcripts show successful completion of higher mathematics, including college algebra, trigonometry, and calculus.

Community colleges and state universities desiring to exempt their students from the above requirements may submit an alternative plan through the State Board of Community Colleges or the Board of Regents to the State Board of Education for approval. To date, no alternative plan which provides for an expanded use of the credit-by-examination option has been submitted to the State Board of Education for approval.

Since 1983, confusion has existed about whether an institution could utilize the CLEP general examinations to satisfy the English coursework requirements of SBER 6A-10.30. The Department of Education's General Counsel has stated:

> Students who receive credit as having completed specified courses on the basis of advanced placement or CLEP tests cannot be deemed to have completed the writing which would otherwise have been required in the courses for which they are given credit on the basis of those tests. In the case

of CLEP, no writing will have been done and no writing credit toward SREB 6A-10.30 requirements can be given.

To summarize, then, according to the Gordon Rule, CLEP credit can only be awarded for three of the six required mathematics credits and cannot be used to satisfy the writing requirements for English. The rule is silent on the use of CLEP for other English (non-writing) credits. This could be addressed, however, in an alternate proposal submitted by an institution to the respective state board. No such proposal has been developed to date. CLEP can, however, be given for basic courses in English and students could meet the Gordon Rule writing requirements through advanced courses in English. The trend is consistent with the research cited earlier which showed that students tend to take advanced courses after they receive CLEP credit.

Decline in Use of CLEP

According to the Educational Testing Service, 11,006 individuals took the CLEP examinations in Florida during 1976-1977. By 1985-1986, the number had declined to 4,140. As Table 3 indicates, the number of credits awarded on the basis of CLEP examinations began to decrease in 1974-1975.

TABLE 3

COLLEGE SEMESTER HOURS GRANTED BY USE OF CLEP
General and Subject Examinations
1974-75 Through 1985-86

Year	Community Colleges	State Universities
1974-75	56,160	83,338
1976-77	42,616	48,018
1978-79	33,917	27,878
1980-81	16,799	11,293
1981-82	16,635	11,543
1982-83	18,862	9,045
1983-84	16,140	6,607
1984-85	22,036	4,157
1985-86	18,584	N/A

Source: Florida Department of Education, March 1987.

It should be noted that the decline in the use of CLEP is not unique to Florida. As Table 4 indicates, there has also been a national decline.

TABLE 4

CLEP EXAMINATIONS ADMINISTERED NATIONALLY

Year	1974-75	1982-83	1983-84	1984-85	1985-86
General Examinations	227,161	43,047	34,841	30,712	31,037
Subject Examinations	53,941	49,061	53,416	50,552	48,350

Source: Educational Testing Service, April 1986.

The above data reveal that the decline in use of CLEP at the national level applies only to the general examinations. The use of CLEP subject examinations has remained relatively stable with a small decline during the last two years. The same pattern holds true for Florida (Table 5).

TABLE 5

NUMBER OF STUDENTS TAKING CLEP EXAMINATIONS AND DESIGNATING A FLORIDA INSTITUTION TO RECEIVE TEST SCORES

Year	1976-77	1982-83	1983-84	1984-85	1985-86
General Examinations	32,205	5,670	3,836	3,000	2,827
Subject Examinations	3,584	4,002	4,014	4,017	3,190

Source: Education Testing Service, September 1986.

Several reasons have been proposed that may account for the decline in the use of CLEP - in Florida and elsewhere. It should be noted, however, that recent statutory and rule changes in Florida (Gordon Rule, etc.) do not appear to

have a significant impact on the use of CLEP as the large decrease in usage occurred prior to their implementation. (See Table 3).

One reason given for the decline in the use of CLEP is that although CLEP was clearly started with nontraditional students and military personnel in mind, during the 1970s it strongly appealed to recent high school graduates as a means of saving time and money, and this greatly increased the number of CLEP candidates. However, in recent years, the number of students who choose CLEP has decreased significantly. Administrators and faculty report that entering college students who are capable of passing CLEP examinations are now deciding to take the basic courses to increase their grade point averages rather than earn CLEP credits which yield no quality points. This explanation is plausible in the light of the increased competition for acceptance into graduate programs that has evolved since CLEP was introduced. Compounding this situation may be the fact that a large group of older students, particularly returning women, took CLEP in the 1960s and 1970s and this reservoir no longer exists. Many older students are now returning to graduate school or seeking a second undergraduate major, but are not interested in basic studies where CLEP would be an attractive option.

It should be noted, however, that although the number of CLEP candidates in all age groups has declined, as Table 2 indicates, the relative percentages of persons 26 years of age and older has increased. The same pattern holds true for Florida except that the relative percentage of those 26 years and older who take CLEP examinations is lower in this State than the national average.

A second reason for the decline in the use of CLEP may be its increasing cost. Prior to 1975-76, CLEP candidates paid $15.00 for one and $30.00 for two or more general examinations. In 1975-76, the College Board began to increase the cost for each examination and reduce the discount for taking additional examinations. At the present time, each examination costs $30.00, regardless of the total number taken. Thus, a student taking five general examinations in 1976 paid $30, whereas in 1987 the cost would be $150 ($30 per examination). It is probable that prior to the rate increase, many students elected to take all five general examinations to see how they would score. The decline in the number of candidates taking more than one CLEP general examination in Florida after the fee increases were implemented, as illustrated in Table 6, suggests that the new policies did have a significant negative impact.

TABLE 6

NUMBER OF CANDIDATES TAKING ONE OR MORE TESTS IN FLORIDA

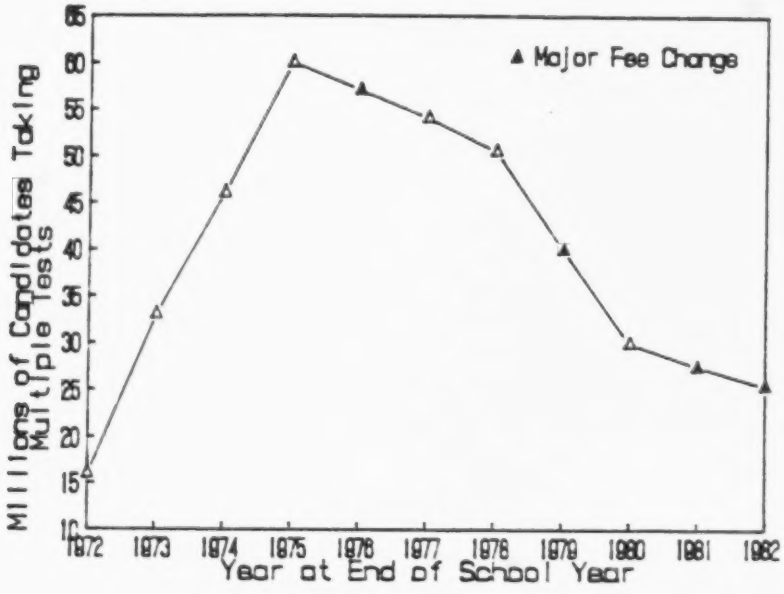
Year	One Test	Two Tests	Three Tests	Four Tests	Five Tests
1976-77	2,913	1,624	921	984	4,495
1982-83	3,773	1,444	429	209	111
1983-84	3,760	1,103	276	136	52
1984-85	3,828	935	209	112	26
1985-86	3,131	798	187	39	29

Source: Educational Testing Service, September 1986.

As Figure 1 indicates, a similar trend is observed at the national level.

FIGURE 1

IMPACT OF FEE CHANGES ON CANDIDATES TAKING MULTIPLE TESTS



Source: Educational Testing Service, November 1986.

A third reason for the decline in CLEP's popularity may be the lack of awareness of the program by students. Counselors, administrators and faculty may not promote CLEP because of the fear of a negative impact on student enrollment or doubt about the validity of the general examinations. Whatever the relative importance of these and other explanatory factors, the fact remains that between 1974 and 1984, the number of CLEP credits awarded nationally declined by 86 percent and in Florida by 84 percent.

The Need for More Research

Most of the research on CLEP is based upon studies conducted in the early and mid-1970s. Since that time, the CLEP general examinations have been expanded from 60 to 90 minutes, the content (and consequently the titles) of the subject examinations have been modified significantly, some subject examinations have been deleted, and college courses and the characteristics of students taking them have changed considerably. Yet, few current studies have emerged to determine the impact of these changes on the use and effectiveness of CLEP. It should be noted also that in Florida the relationship of the CLEP

general examinations to college preparatory instruction and the common placement tests in community colleges and state universities, as well as the relationship of CLEP to CLAST, have yet to be addressed empirically.

In Fall 1986, the Commission conducted a survey of faculty and administrators in community colleges and state universities to determine their perceptions of CLEP, as well as the policies and practices on CLEP at their respective institutions. Another survey sought to determine what CLEP policies exist in other states, and whether these state policies have been altered since 1975. The results of these surveys are discussed in Chapter III of this report.

Additional Uses of CLEP

In recent months, the College Board has encouraged other uses of CLEP. College Board officials affirm that CLEP examinations are valid and reliable instruments that could be used not only to measure knowledge for college credit granting purposes, but also to describe the overall quality of college students, diagnose academic deficiencies, determine whether students are ready to advance to upper division coursework, and assess the "value-added" dimension of a student's exposure to the total college experience. They argue that increased demands for accountability require that institutions have an adequate data base for determining the educational progress of their students, and that this data base can be provided by measuring student achievement on CLEP examinations at specific points -- the entry-level, following completion of one or more specific courses, or at the end of the sophomore year.

The College Board is also promoting the use of CLEP by business and industry. Although 80 to 90 percent of American corporations have tuition refund policies for employees to study in institutions of higher education, it is estimated that only 14 percent of eligible employees take advantage of the opportunity (Eurich, 1985). An article in the Summer 1986 issue of The College Board News reports that the College Board is collaborating with large companies (e.g., the United Services Automobile Association, the American Management Association, and Pacific Bell) to promote the use of CLEP as an initial step in upgrading the educational level of their employees. With the assistance of the College Board these companies are providing educational counseling services, establishing testing centers, and encouraging their employees to take CLEP examinations to gain college credits and thus shorten the time needed to obtain baccalaureate degrees.

The Proficiency Examination Program (PEP)

Another credit-by-examination program that serves a similar purpose as CLEP is the Proficiency Examination Program (PEP), administered by the American College Testing Program (ACT). At the present time, CLEP and PEP are the only student acceleration mechanisms available to the adult population in Florida that are recognized by the Articulation Agreement.

PEP was developed in 1963 by the University of the State of New York. Although this testing program is not new, only in recent years has it become available for use in states other than New York. While the University of the State of New York still prepares the examinations, they are not restricted to

use in New York State. PEP test centers are located in 48 states, the U.S. possessions and trust territories and in several foreign countries through the U.S. military's DANTES program.

Differences Between PEP and CLEP

The purpose of PEP, like CLEP, is to measure knowledge attained outside of the classroom so that appropriate college credit can be awarded to those who pass the examinations at a certain level. Currently, PEP consists of a broad range of multiple choice and essay examinations distributed among five broad subject areas: arts and sciences, business, criminal justice, education, and nursing. Not surprisingly, the two programs have many characteristics in common; nevertheless, there are several basic differences between CLEP and PEP. First, CLEP offers both general and subject examinations, while PEP offers only subject area examinations. Second, CLEP offers 30 subject examinations, while PEP offers 70. It is estimated that no more than a 15 percent overlap exists between the CLEP and PEP subject area examinations. Third, the PEP examinations primarily address the out-of-classroom experiences of adult learners rather than those of recent high school graduates. Thus, PEP examinations cover content taught in introductory courses as well as in advanced courses. Fourth, PEP examinations are three to four hours long; CLEP examinations are designed to take no longer than 90 minutes to complete. Fifth, PEP examinations are more expensive; the subject area examinations range in cost from $40 (Abnormal Psychology) to $235 (Management of Human Resources - Level III).

Reliability and Validity of PEP

The ACT Proficiency Examinations Program Technical Handbook (1986) describes the procedures that are followed to establish the reliability and validity of the program. The handbook states that the content domain of each PEP examination, specified in the syllabus or study guide that is available to the public, closely parallels the content of the course for which credit could be awarded on the basis of the test score. The examinations are normed by using students from public and private institutions across the country who are close to successfully completing a course (or courses) covering subject matter similar to that covered in the content specifications for the examination. The standard scores for the norming samples have a mean of 50, a standard deviation of ten, and a range of 20 to 80. The University of the State of New York regards 45 as the minimum passing standard score, but many states (including Florida) use 50 as the cutoff score. PEP examinations are revised and renormed every three to four years.

Demographic Characteristics of PEP Candidates

In 1985-86, over 36,000 PEP examinations were taken nationwide. Data provided by ACT indicate that 92 percent of PEP candidates are women holding full-time jobs. Approximately 14 percent are members of minority groups. Sixty-five percent are over 30 years of age and only one percent are younger than 20. The majority have at least a high school diploma or its equivalent, and their primary educational objective is to obtain a baccalaureate degree.

In May 1984, ACT conducted a survey of 2,818 PEP candidates. The results indicated that 82 percent of the respondents were enrolled in college and 62 percent of these were full-time students. When asked about their overall grade point average, 64 percent reported a three point average or above. A key question on the survey was: "Would you have enrolled in college if you were not able to earn college credit-by-examination using PEP?" Fifty-two percent said that they would not have enrolled, which once again suggests that credit-by-examination programs can serve as recruitment devices.

PEP in Florida

Because of the novelty of the program on a national scale, public awareness of PEP in Florida is minimal. Only twelve Florida institutions award credit on the basis of PEP examinations: eight private institutions and four public institutions (Florida Atlantic University, Florida International University - School of Nursing, University of South Florida and Hillsborough Community College).

A factor mitigating against greater use of PEP is that Florida Statutes, which predate the availability of PEP, mandate that state universities offer and award credit for CLEP, or "equivalent examinations" but do not mention PEP specifically. Furthermore, it was not until June 1986 that the statewide articulation agreement was amended to include four PEP subject examinations: Afro-American history, microbiology, statistics, and physical geology. The national mean score of 50 was established as the cutoff for granting credit in Florida. Three of the four PEP examinations approved by the State Board of Education in August 1986 are in disciplines which were recently terminated by by the College Board for CLEP because of limited usage.

David Lutz, Director of ACT'S Adult and Continuing Education Services, informed the Commission that over 1,100 PEP examinations were taken in Florida in 1985-86 -- 90 percent of those taking the test were women and the majority were adults. Dr. Lutz stated that 72 percent of the PEP candidates in Florida request that their scores be sent to institutions outside of the State. Many of these candidates are nurses who seek external baccalaureate degrees from the New York Regents College Program.

In October 1986, the Standing Committee on Alternate Ways of Earning Credit, a subcommittee of the Articulation Coordinating Committee, recommended that the PEP nursing examinations not be included in the Articulation Agreement. The members concluded that the subject matter (clinical experience) was not appropriate for the A.A. degree.

As with CLEP, the possibility exists that some institutions do not promote PEP for fear of a negative enrollment impact, and faculty and administrators may have doubts about the appropriateness of conferring credits on the basis of PEP examinations. At the request of the House Oversight Subcommittee on Student Acceleration, the Commission added items to the CLEP faculty and administrator questionnaires regarding PEP. The results of this survey will be presented and discussed in the next chapter.

Other Credit-By-Examination Programs

The Educational Testing Service provides another credit-by-examination opportunity to Florida students through its Defense Activity for Non-Traditional Education Support Program (DANTES). The DANTES Subject Standardized Testing Program (DSSTs) offers examinations in a series of college and technical subject areas for which examinees may earn college and vocational credit. There are currently 52 tests in this program. At the February 1987 meeting of the Subcommittee on Alternative Ways of Earning Credit, eight DANTES subject examinations were recommended to be added to the list of examinations for which transfer of credit is protected under the articulation agreement (Astronomy, German I & II, Calculus I, General Anthropology, General Chemistry, Introduction to Computer with Basic Programming, and Linear Algebra). The subcommittee recommended that the fiftieth percentile on national norms become the standard for the DANTES program as it is for other credit-by-examination programs in the articulation agreement.

III. COMMISSION RESEARCH ACTIVITIES

A. CLEP Policies in Other States

In August 1986, Commission staff disseminated a questionnaire to all state higher education executive officers asking whether their state has a policy regarding the use of CLEP. If a state rule or regulation exists on CLEP, information was requested as to whether the policy requires or prohibits the use of CLEP, and whether the policy has been revised since 1974-75. Respondents were also asked to suggest possible explanations for the 86 percent national decline since 1974-75 in the use of CLEP general examinations.

Information was received from 25 states and Puerto Rico. All states with known state policies on CLEP responded. Only two states, Oklahoma and Utah, reported that they had state policies which permit the use of the CLEP examinations at public postsecondary institutions. Oklahoma's current policy, revised in July 1975, allows the use of the CLEP general examinations only by institutions which offer general bachelor's degree (non-major) programs. All other institutions must use the subject examinations to award advanced standing credit, and must adhere to a minimum score prescribed by the Oklahoma State Regents for Higher Education. The policy is recommended for use by private institutions in Oklahoma as well.

The Utah state policy was revised in 1984. It sets the passing score for each CLEP general examination and places a limit on the total number of credits that can be awarded for these examinations. A score of 450 allows students to receive three credit hours, 475 allows them to receive six credit hours, and 500 ten credit hours in each of the four basic general examination areas: biological science, physical science, humanities, and social science. A score of 600 is needed to earn six credits in English composition. While it establishes 45 as the top limit for credits earned by general examinations, the Utah policy does not set limits on credits earned by CLEP subject examinations.

California does not have a generic state policy regarding college credit-by-examination, but the University of California, the California State University and Colleges (CSUC), and the California Community College system each have system-wide policies. The University of California system used CLEP for many years, but in 1979 its use was discontinued. The general examinations were evaluated by a number of campus departments over a period of time and there was general consensus that these examinations were not comparable to university-level coursework. The California State University and Colleges (CSUC) system, on the other hand, allows credit-by-examination, and requires that all 19 campuses use the same specified scores for awarding credit. The California Community College system also allows the use of CLEP, but it does not use the program extensively. According to a College Board official in California, there is a reluctance to award credit-by-examination to students who attend an institution for only two years.

Although Connecticut, New Jersey, and New York do not have state policies regarding CLEP, the use of CLEP is encouraged in these states. In addition, these three states have strong external degree programs which use CLEP and PEP extensively.

The Executive Director of Admissions at the University of Washington stated that his institution stopped using CLEP several years ago because it no longer met the needs of university students. It was determined that CLEP examinations were designed to benefit adult students, but the predominant users of CLEP at the University of Washington were traditional students, that is, recent high school graduates. This institution now allows students to challenge any course by taking an examination prepared by faculty who teach that course. The institutional philosophy is that credit-by-examination should be considered as "value added" rather than as an acceleration mechanism in the educational process.

The academic dean of Thomas A. Edison State College - an external degree granting institution in New Jersey - expressed another point of view. She reported that, in recent years, New Jersey has experienced a significant increase in the number of students who seek external degrees and consequently the use of CLEP general and subject examinations has also increased. The dean added that a survey conducted at Edison State College concluded that the average student at this institution is 39 years old, and that these students would not enroll in a traditional/residential college if the external degree program were not available. Credit-by-examination programs may actually encourage students who would not do so otherwise to enroll in the college.

In summary, it appears that the State of Florida has the most comprehensive state policy regarding the use of CLEP general and subject examinations. With two exceptions, other states rely on individual institutions or specific sector boards to determine the appropriate use of CLEP examinations.

In response to the question regarding the 86 percent national decline in the use of CLEP general examinations, the following reasons were provided by the 26 respondents:

- Many students do not know about CLEP.
- Many students choose other accelerating mechanisms (e.g. advanced placement, dual enrollment, and off-campus courses).
- Some schools require institutional examinations before granting credit.
- Many students prefer grades and not just credits.
- Some colleges grant credit for CLEP subject examinations but not for CLEP general examinations.
- Some colleges use SAT and ACT examination results to award advanced standing.

- It is difficult to match the CLEP general examinations to particular portions of the general education requirements at specific institutions.

- Community college enrollment in some states has declined.

B. CLEP Questionnaires for Administrators and Faculty

On September 12, 1986, Commission staff sent a memo to all community college and state university presidents describing the CLEP study and requesting their support regarding two sets of attached questionnaires. (See Appendix A for a copy of the questionnaire and results). The presidents were told that the questionnaires were designed to obtain information on knowledge and attitudes regarding CLEP. Each president was asked to complete one administrator questionnaire and see that the two additional administrator questionnaires were completed by the chief academic affairs and student affairs administrators. The faculty questionnaires were to be answered by five professors who were familiar with CLEP and who collectively teach introductory courses in mathematics, English, social studies/history, natural sciences, and humanities.

The questionnaire return rate for both administrators and faculty was high -- 88 percent (98/111) and 86 percent (159/185) respectively. The results of this survey are presented in tabular form in Appendix A. The tables in Appendix A show percentages based on the 98 administrators and the 159 faculty. The administrator and faculty questionnaires are identical except that administrators were asked one additional question; that is, to provide a description and/or attachment of current policies at their institutions regarding CLEP. These institutional policies are presented in Section C of this Chapter which begins on page 31.

Comparison Study

A similar study of CLEP was conducted in 1976 by the Senate Education Committee. The 1976 survey included only administrators; several of the items used in the 1976 questionnaire were included in the 1986 instrument. When appropriate, the results of the present study are compared with the results of the 1976 study. In the prior study, 99.4 percent (157/158) of the administrator questionnaires were returned.

Data Reporting and Commentary

Administrator and faculty questionnaires were divided into six major sections which will form the basis of the data analysis which follows:

I. General Concerns and Information
II. Faculty Perceptions
III. Student Awareness of CLEP
IV. Effect of Recent Legislation
V. Comments on CLEP
VI. Proficiency Examination Program (PEP)

Administrator and faculty responses to each item are included in Appendix A. Within the analysis below, attention is given to similarities and differences between community colleges and universities as well as similarities and differences between administrators and faculty. When appropriate, comparisons are made with the responses to the 1976 study.

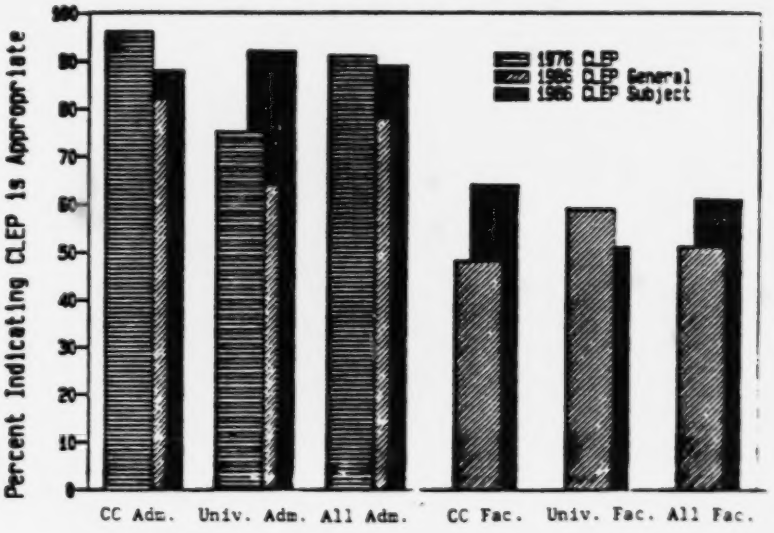
I. General Concerns and Information (Questions 1-17)

In response to the first question, a majority (59%) of the administrators indicated that they were familiar with CLEP and 40 percent said they were somewhat familiar with CLEP. Thirty-one percent of faculty indicated being familiar with CLEP and 64 percent said they were somewhat familiar with the program. The extent to which administrators and faculty are familiar with CLEP appears to be sufficient for them to be able to answer the other questions on their respective survey instruments.

The vast majority of the administrators (91.1%) in the 1976 study indicated that CLEP was an appropriate tool for granting credit-by-examination in Florida (Figure 2). In the present study, 88.8 percent of the administrators said CLEP subject examinations are appropriate tools and 77.6 percent indicated that CLEP general examinations are appropriate tools (Questions 2 and 3).

FIGURE 2

DO FLORIDA HIGHER EDUCATION ADMINISTRATORS AND FACULTY BELIEVE CLEP IS APPROPRIATE?



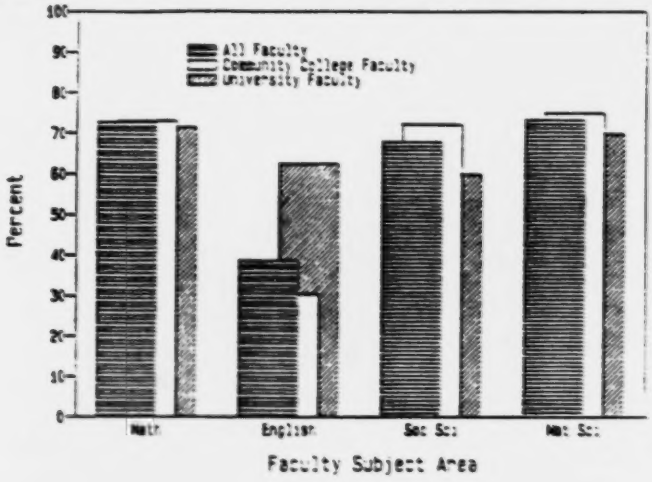
Both university and community college faculty are less favorable toward CLEP examinations than their corresponding administrators. Approximately 51 percent of the faculty surveyed agreed that CLEP general examinations are appropriate tools for granting credit-by-examination in Florida, and 61 percent indicated that CLEP subject examinations are appropriate tools. The

remaining faculty are divided between 'do not consider CLEP appropriate' and 'no opinion/no answer'. Approximately 31 percent do not consider the general examinations appropriate and 26 percent do not consider the subject examinations appropriate.

There are differences in the attitudes toward the CLEP general examinations among professors who teach different subjects. These differences are probably due to the particular CLEP examination with which each group is familiar; for example, mathematics professors are likely to be more familiar with the general examination in mathematics. It is likely that when faculty rated the appropriateness of CLEP general examinations, their response reflected their experiences with only one type of CLEP general examination. Figure 3 shows attitudes toward CLEP general examinations by subject area of faculty. As can be seen, mathematics and natural science professors are slightly more favorable toward CLEP general examinations than social science professors, and English professors are considerably less favorable. Differences between university and community college faculty appear to be negligible except among English professors; community college English faculty have a less favorable attitude than English faculty in state universities.

FIGURE 3

PERCENT OF FACULTY FAVORABLE TOWARD CLEP GENERAL



Several reasons were provided by both administrators and faculty for their positive or negative attitudes toward CLEP examinations. Many respondents noted test validity, rigor, difficulty and cutoff scores. Among the positive comments about the CLEP general examinations were: (1) the examinations help to determine if the student knows course material; (2) they measure the general information levels of students; and (3) they help students to accelerate in their academic program of studies. Examples of negative comments were: (1) a test is not a substitute for a full semester course; (2) the examinations are not appropriate to meet the intent of the Gordon Rule; and (3) they are too general and do not measure all the objectives of CLAST.

Among the positive statements about the CLEP subject examinations were: (1) they adequately evaluate students; (2) the examinations establish student knowledge on a standardized basis; and (3) the tests are nationally accepted and validated. The negative comments about the CLEP subject examinations included: (1) the examinations do not reflect the course content comprehensively; (2) one test is not indicative of proficiency; and (3) they are not sufficiently correlated with instructional expectations.

The state university system in Florida is required by law to offer CLEP examinations while community colleges are not. In 1976, less than half (47.1%) of the administrators said 'yes', the statute should apply to community colleges as well, and 37.6 percent said 'no'. There were no major differences between the responses of community college and university administrators. The responses to the same question (Question 4) in the current survey were similar, but this time 52.1 percent of the community college administrators stated that the statute should not apply to community colleges. Faculty in the present study responded in approximately the same manner as administrators.

When asked if the requirement of the state universities system to offer CLEP general examinations has had an overall positive effect on university campuses (Question 5), a majority (55.1%) of administrators expressed 'no opinion/no answer'. Ten years ago, almost half (47.1%) responded positively. It is interesting to note the differences of opinion between community college and university administrators regarding this question. The percent of university administrators indicating that they believe the statute has had an overall positive effect has not changed significantly (1976: 47.2%; 1986: 44.0%), but among community college administrators, half as many in 1986 (23.3%) as in 1976 (47.1%) said that there has been an overall positive effect on university campuses. The majority of community college administrators (64.4%) and community college faculty (73.7%) expressed 'no opinion/no answer'.

Question 5 also requested respondents to comment on why they believe the requirement to offer CLEP general examinations on state university campuses has or has not had an overall positive effect. Of the 55 administrators and faculty who said there has been an overall positive effect, 42 provided a comment. Most comments relate to benefits for students. For example, the examinations: (1) allow student to take more advanced courses; (2) help students move more rapidly through the system; and (3) give students who qualify the opportunity to advance. Of the 46 administrators and faculty who said there has not been an overall positive effect on university campuses, 36 provided a comment. Most respondents noted disadvantages to students or a negative impact on the quality of the educational experience. For example, the examinations: (1) lower the value of degrees offered; (2) hinder academic progress; (3) encourage mediocrity; (4) cause students to have gaps in their educational background; and (5) are not indicative of college performance.

When asked if the statute requiring the state universities to use CLEP (Question 7) should be eliminated, 56 percent of the administrators and 42 percent of the faculty said 'no'. Twenty-one percent of the administrators and 30 percent of the faculty responded affirmatively. The majority of administrators (63.3%) indicated they do not believe that a more appropriate mechanism exists for granting credit-by-examination than CLEP (Question 8).

Thirty-nine percent of the faculty agreed. Of the 20 percent of the faculty who said there is a more appropriate mechanism for granting credit-by-examination, 69 percent suggested the use of institutional, departmental or instructor-developed tests. Nineteen (19) percent identified the Advanced Placement tests as a possible substitute for CLEP. It is interesting that almost 41 percent of the faculty expressed 'no opinion' or 'no answer' on this issue. This raises some doubts as to the true familiarity of faculty with CLEP or other credit-by-examination mechanisms.

The cutoff score for granting CLEP credit in Florida has been set at the fiftieth percentile on a national norm. The appropriateness of this cutoff score continues to be a controversial issue. In 1976, a solid majority (71.1%) of community college administrators chose the fiftieth percentile as the appropriate percentile. In the present study, 57.5 percent of community college administrators indicated that the fiftieth percentile is an appropriate cutoff score (Question 9). Ten years ago, university administrators identified the fiftieth and seventy-fifth percentile (36.1% each), as appropriate cutoff scores and only 2.8 percent chose the twenty-fifth percentile. In 1986, forty-four percent of university administrators said the fiftieth percentile is appropriate and 44.0 percent also said it is too low. A majority of university faculty (63.4%) and 49.2 percent of the community college faculty stated that the fiftieth percentile is too low.

In 1976 and 1986, 98 percent of the administrators indicated that CLEP information is available in school publications. Ninety percent of the faculty in the present study agreed. Of the 239 respondents who specified where the CLEP information is available (Question 10), 77 percent identified the college catalog or another school publication. Others specified campus personnel or offices -- counselors, counseling office, registrar's office, guidance department.

Questions 12 and 13 asked the respondents to indicate whether the use of CLEP general and subject examinations has increased, decreased, or stayed the same at their institution during the past ten years. The diversity of responses to these questions suggests there is very little agreement about trends in student use of CLEP during the past ten years. Faculty data could be explained, in part, by the length of time during which the respondents have been aware about student use of CLEP. For example, newer faculty probably know less about previous trends. The only response choice that attracted almost 50 percent of the faculty is 'no response'. Fifty-one percent of the community college faculty did not respond to Question 12 at all. Therefore, little useful information can be obtained from the responses to these questions.

Responses to Question 14 indicate that a solid majority (78.6%) of current administrators believe that the use of CLEP has not created articulation problems for students who transfer from a community college to a state university. Over half (55.9%) of the community college faculty expressed 'no opinion/no answer'. Forty-six percent of university faculty indicated that CLEP did not cause a problem and 42 percent expressed 'no opinion' or 'no answer'. In the case of reverse transfer students (Question 15), 60 percent of university administrators expressed 'no opinion' or did not answer.

Sixty-three percent of community college administrators indicated that CLEP caused no problems for the student who transfers from a state university to a community college. The majority of both community college faculty (67.8%) and university faculty (73.2%) responded 'no opinion' or did not answer this question.

Question 16 asked respondents whether the canceling of some sections of low-cost introductory courses due to CLEP has had a significant impact on the cost of upper level courses at their institutions. State university and community college administrators responded essentially the same to this question -- the majority said 'no'.

II. Faculty Perceptions (Questions 18-25)

In the 1976 study, a majority (54.1%) of administrators described the attitude of their school's faculty toward CLEP as 'supportive' and 2.5 percent described their faculty as 'strongly supportive'. Approximately 15 percent indicated their faculty were opposed to CLEP and the remaining (28.7%) administrators said they thought their faculty were neutral toward CLEP. The present study suggests that current administrators view their faculty as being less supportive of CLEP (Question 18 and 19). Almost 42 percent of administrators describe their faculty as neutral and 35.7 percent indicate their faculty are supportive of CLEP.

In the present study, faculty were asked their perceptions of their colleague's opinions toward CLEP. Their responses suggest that faculty may be less supportive of CLEP than the administrator perceptions indicate. However, the difference is not large. Faculty stated that only 28.3 percent of their colleagues are supportive of CLEP and that 41.5 percent are neutral. Is the attitude of faculty toward CLEP the same as their attitude to all credit-by-examination instruments? (Question 20). Fifty-nine (59) percent of the administrators and 41 percent of the faculty seem to think so. Nonetheless, it should be noted that 37 percent of the faculty did not express an opinion on this point.

The CLEP general examination consists of a battery of five tests -- English composition, humanities, mathematics, natural sciences, and social sciences. As in the 1976 survey, respondents were asked the opinion of their faculty about each of these tests (Question 21-25). Ten years ago, 40 percent of all the administrators indicated that the faculty at their respective institutions had no significant criticisms of most CLEP general examinations. The examination that was criticized most often by the total group was the English composition. In the present study, there does not seem to be a consensus among administrators regarding faculty opinions about the CLEP examinations. Community college administrators indicated that their faculty are generally favorable toward all the tests, but 45.2 percent indicated that their faculty are least favorable toward the general examination in English composition. On the other hand, university administrators indicated that their faculty are also generally favorable toward all general examinations, but 48 percent indicated that their faculty are least favorable toward the general examination in mathematics. Faculty perceptions about their colleagues attitudes toward the five CLEP general examinations are inconclusive because a near majority expressed 'no opinion/no answer'. The general examination that

is most opposed, according to 20.8 percent of the faculty respondents who selected 'very unfavorable', is the English composition examination.

III. Student Awareness of CLEP (Questions 26-30)

What age group utilizes CLEP most frequently? Relevant data in response to this question (Question 26) can be compared to the 1976 study. Ten years ago, a majority of community college administrators (68.6%) and university administrators (63.9%) indicated that the person most likely to utilize CLEP was the traditional 18-22 year old college student. In the present study, 36.7 percent of the administrators concur; these respondents believe that older students do not utilize CLEP more frequently than younger students. However, as shown in Table 2 on page 4 of this document, the opposite is true. Most of the faculty responded 'not certain' to this question.

Ten years ago, about half (50.3%) of the administrators indicated that students do see CLEP as a form of financial assistance; whereas 30 percent said students do not, and 20 percent had no opinion. In the present study, the proportions are reversed (Question 27). Fifty-eight percent of the administrators indicated that students do not see CLEP as a form of financial assistance; 20 percent said they do, and 22 percent indicated they had 'no opinion'. Almost half (45.3%) of current faculty responded 'no opinion'; 40 percent said students do not view CLEP as a significant form of financial assistance and about 15 percent responded affirmatively.

Do financial aid counselors advise students that taking CLEP examinations may lead to financial savings? In 1976, a majority (66.9%) of the administrators responded 'yes' to this question. Current administrators answered this question (Question 28) quite differently. Community college administrators were almost divided evenly among the three choices -- 'yes' (37%), 'no' (29%), and 'no opinion/no answer' (34%). Only 12 percent of university administrators said 'yes', 32 percent said 'no', and more than half (50%) expressed 'no opinion/no answer'. Seventy-four percent of the faculty indicated 'no opinion/no answer' about advice provided by financial aid counselors.

Should academic counselors advise students to take CLEP general examinations? (Question 29). In 1976, most administrators (87%) indicated that they believe academic counselors should give such advice to students. Today, a smaller percent, but a majority (62%), agree. There appear to be little, if any, differences between community college and university administrators in their response to this question. On the other hand, only 42 percent of the faculty indicate they believe academic counselors should advise students to take the general examinations and 40 percent stated 'no'.

Are there students who likely would not have attended college except for the opportunity of receiving CLEP credits? (Question 30) Ten years ago, a majority (64%) of administrators said 'no' and 36 percent said 'yes' -- with little differences between community colleges and universities. In 1986, 49 percent said 'no' (Community College: 45%; University: 60%) and eighteen percent said 'yes' (Community College: 21%; University: 12%). About half (52%) of current faculty had 'no opinion' or provided no answer, while 34 percent of the faculty indicated 'no' and 14 percent said 'yes'.

IV. Effect of Recent Legislation (Questions 31-37)

Due to the Gordon Rule requirements, there has been considerable controversy over the CLEP general examinations in mathematics and English composition. Respondents in the present study were asked if these general examinations should continue to be used for granting credit (Questions 31 and 32). With regard to the mathematics examination, a majority (58%) of community college administrators indicated that use of the mathematics examination should continue and 40 percent indicated it should not. Forty-four percent of the university administrators said it should be used and the same percent (44%) said the mathematics general examination should not be used.

Forty-nine (49) percent of the university faculty indicated that the CLEP general examination in mathematics should not be used because of the Gordon Rule, and 37 percent said it should be used. The community college faculty response was slightly different -- 42 percent said the mathematics general examination should be used and 36 percent indicated that it should not be used.

The opinions regarding the continued use of the CLEP general examination in English composition were sharply divided. Fifty-one (51) percent of the community college administrators indicated the general examination in English composition should not be used in light of the Gordon Rule requirements; 47 percent said it should be used. Forty percent of the university administrators indicated the general examination in English composition should be used and 48 percent said it should not be used. There were no differences between university and community college faculty with regard to the use of this CLEP general examination; 30 percent of all faculty said the English composition general examination should be used and 53 percent said it should not be used.

The respondents were asked if their institution has considered an alternative plan for utilizing CLEP to satisfy the Gordon Rule (Question 33). Twenty-one percent of the community college administrators indicated their institution has considered an alternative plan and 71 percent indicated a plan has not been considered. No university administrator indicated that a plan has been considered. Thirty-two percent of the university administrators checked 'no opinion/no answer', suggesting they had no idea whether or not such a plan has been considered. A majority of faculty (University: 68%; Community College: 50%) also appear to have no knowledge of an alternative plan for utilizing CLEP to satisfy the Gordon Rule.

Has the CLAST examination had any effect on the use of the CLEP examinations? (Question 34). About 21 percent of all administrators responded 'no opinion' or gave no answer to this question; 63 percent said 'no', and 15 percent said 'yes'. The differences between university and community college administrators are negligible. The percent of university and community college faculty who responded 'no' to this question was about the same -- 37 percent and 36 percent, respectively. Five percent of the university faculty and 15 percent of the community college faculty checked 'yes'. Fifty-two (52) percent of all faculty did not offer an opinion about the effect of CLAST on the use of CLEP.

Has the requirement for common placement tests for college freshmen had any effect on the use of CLEP? (Question 35). Seventy-seven percent of the

administrators indicated that it had not and five percent said that it had an effect. On the other hand, 60 percent of the faculty gave no opinion, and only 2 percent said 'yes'. It appears that most respondents do not think the requirement for common placement tests for college freshmen has any effect on the use of CLEP.

V. Comments on CLEP (Question 38)

Respondents were asked to provide comments on the use of CLEP general and subject examinations in Florida's state universities and community colleges. Elaboration on any specific item was requested. Forty-six percent of the respondents provided comments. The following is a list of the positive and negative comments provided. The number in parenthesis represents how many respondents provided similar statements.

Positive Statements:

- CLEP can save time and money, provide opportunities, and reduce redundancy. (13)
- CLEP examinations are valid -- they relate well enough to course objectives. (2)
- CLEP is working fine -- Florida should keep using these examinations. (14)
- CLEP subject examinations are preferred over CLEP general examinations. (13)

Negative statements:

- CLEP deprives students of valuable classroom experiences and/or is not good for postsecondary education. (9)
- CLEP examinations are not valid -- they do not relate directly to course objectives and/or the cutoff scores are too low. (6)
- CLEP is only appropriate for certain students and/or under certain conditions. (21)
- CLEP examinations are out-of-date and not necessary -- there are too many other ways to earn credit. (7)

VI. Proficiency Examination Program (PEP) (Questions 40-41)

As mentioned earlier, in response to a request by the House Oversight Committee on Student Acceleration, administrators and faculty were asked about PEP. A majority (74%) of administrators and 96 percent of the faculty indicated they are not familiar with PEP or did not respond. Twenty-six administrators (27%) and six faculty (4%) said they were familiar with PEP. Of the 26 administrators who acknowledged being familiar with PEP, two said they would need more information to judge the appropriateness of PEP. Sixteen

indicated they believe that PEP is appropriate and two stated that PEP is inappropriate.

C. CLEP Policies at State Universities and Community Colleges

State Universities

The survey conducted by the Commission in October 1986 also requested that institutions submit or describe their current policies regarding CLEP. While Section 240.115, Florida Statutes, requires that state universities offer CLEP general examinations, the responses indicate that the implementation of the legal mandate is not uniform among the nine state universities. For example, Florida A & M University allows up to 45 semester hours to students who get a passing score (at the 50th percentile or higher as established in state board rules) on the general examinations, but the University of North Florida neither awards nor accepts credits earned by CLEP general examinations unless they were earned as part of a completed A.A. degree from a public postsecondary institution in Florida. It appears that both institutions are not in compliance with SBER 6A-10.024 which states that not more than six semester hours are to be transferred in each of the five general areas.

As Table 7 indicates, all state universities award credit for the CLEP subject examinations, however, the maximum amount of credit awarded for these examinations varies, as does the total amount of CLEP credits awarded. Appendix B contains CLEP policy statements for each of the state universities. The Master Plan of the State University System is silent on credit-by-examinations and other student acceleration mechanisms.

TABLE 7

CLEP POLICY AT STATE UNIVERSITIES IN FLORIDA

Institution	Awards Credit For General Examinations	Maximum Credit for General Examinations	Awards Credit for Subject Examinations	Maximum Credits Awarded for General and Subject Examinations
UF	YES	30	YES	45
FSU	YES	30	YES	60
FAMU	YES	45	YES	Not Provided
USF	YES	30	YES	45
FAU	YES	27	YES	57
UWF	YES	NA	YES	30
UCF	YES	24	YES	45
FIU	YES	30	YES	45
UNF	NO*		YES	Not Provided

* Except for transfer students with A.A. degrees from Florida public institutions.

Source: Postsecondary Education Planning Commission Survey, 1986.

Community Colleges

Although Florida community colleges do not have a legal mandate to offer CLEP, they are encouraged to do so by the articulation agreement between the state universities and community colleges. Historically, community colleges were the chief proponents of CLEP and the program fit well with the community college mission of taking a student from where they were using a "value added" approach. In addition, CLEP brought high quality students to community colleges. The Commission's survey reveals that all the community colleges use CLEP to some extent now, but the amount of credit awarded varies from institution to institution. The total amount of credit allowed for satisfactory scores on CLEP general and subject examinations ranges from 30 to 48 semester hours. The majority allow up to a total of 45 semester hours.

Some community colleges do not award credit for any general or subject examinations in English, or for the humanities general examination, because they do not fulfill the writing requirements of the Gordon Rule. Several will grant credit for those examinations if the student also enrolls in English and humanities writing courses. A few community colleges only grant elective credits for the general examinations in English composition, humanities, and natural sciences. At least two community colleges do not award credit for any CLEP general examinations.

Table 8 is based on information provided to the Commission by each community college. This table gives some indication of the differences in the amount of CLEP credits awarded by each institution. The blank spaces in the subject examination column for those community colleges that award both maximum general examination credits and maximum credits for both general and subject examinations are due to the fluctuation in the number of general examinations a student takes and passes with satisfactory scores. The difference between credits received for general examinations and maximum credits received for both types of examinations is the number of credits that can be received for subject examinations. Spaces in the first and third columns indicate that the corresponding information was either not provided by the respondents to the Commission or not contained in the institution's policy. From the information provided, it also appears that some Florida community colleges promote the use of CLEP in their school publications to a greater extent than others. See Appendix C for CLEP policies at selected community colleges.

TABLE 8

MAXIMUM CREDITS AWARDED FOR CLEP
IN FLORIDA COMMUNITY COLLEGES

	General Examinations	Subject Examinations	Maximum Credits Awarded for General and Subject Examinations
*Brevard	30	--	45
*Broward	--	--	30
*Central Florida	30	15	45
*Chipola	27	15	42
Daytona Beach	24	--	45
Edison	15	--	40
FCC at Jacksonville	30	--	45
Florida Keys	30	--	45
Gulf Coast	30	--	45
Hillsborough	30	--	45
*Indian River	--	--	--
Lake City	21	--	30
*Lake-Sumter	none	39	39
Manatee	24	--	30
*Miami-Dade	24	--	45
*North Florida	24	12	36
*Okaloosa-Walton	30	--	--
*Palm Beach	21	--	45
Pasco Hernando	30	--	--
*Pensacola	--	--	45
*Polk	none	45	45
St. Johns River	--	--	45
St. Petersburg	--	--	--
*Santa Fe	--	--	48
Seminole	30	--	45
Tallahassee	28	--	45
Valencia	--	--	45

* CLEP policies included in Appendix C.

IV. CONCLUSIONS AND RECOMMENDATIONS

The Commission's study provides a policy review and status report on the use of the College-Level Examination Program (CLEP). The study includes a comprehensive analysis of research studies relating to CLEP, an examination of CLEP policies at state universities and community colleges in Florida and in other states, and a survey of the perceptions of Florida faculty and administrators regarding the use of CLEP. The survey also includes information on the Proficiency Examination Program (PEP). The study does not include an empirical investigation on the relationship between student scores on CLEP and other examinations such as CLAST or common placement tests.

Florida appears to have the most comprehensive State policy regarding CLEP. Although the use of CLEP general examinations has decreased significantly in Florida and nationally since the mid-1970's, the Commission concludes that the CLEP general examinations should not be eliminated from the articulation agreement at this time. CLEP and PEP provide the only credit-by-examination programs available to the non-traditional college student, and there is no evidence in the existing research to indicate that students who receive CLEP credit perform at a lower level than students who do not receive CLEP credit. In fact, the research suggests the opposite. The effect of CLEP on CLAST has not been studied, and therefore, could not be considered in the present analysis.

After analyzing the available information and data, the Commission offers the following conclusions and recommendations:

Modifications in Section 240.115(5), Florida Statutes

Section 240.115(5), Florida Statutes, requires that state universities offer and award credit for CLEP while a similar requirement does not exist for community colleges. As a result, community colleges have established a variety of institutional policies regarding CLEP. These were described in the last chapter. The Legislature has indicated that its mandate to the state universities regarding CLEP was not intended to lead to discrepancies in policies between community colleges and state universities, rather the statute was passed at a time when the use of CLEP by community colleges was high and the statute attempted to increase the availability of this option to students who began their postsecondary education at state universities. Since that time the use of CLEP has declined, and several community colleges have reduced the CLEP options available for students. One state university apparently has done the same. It should be noted that the present statute does not address PEP since this credit-by-examination program was only recently added to the articulation agreement.

In the Commission's survey, a majority of the faculty and administrators who responded (Administrators - 78%; Faculty - 51%) expressed that CLEP general examinations are appropriate tools for granting credit-by-examination in Florida. Similarly, 89 percent of administrators and 61 percent of faculty indicated that the CLEP subject examinations are appropriate. However, while a near majority of university administrators indicated that community colleges should be included in the statute, a majority of community college administrators did not.

The Commission believes that if CLEP and other credit-by-examination programs are to continue to be utilized in Florida, the current statute should be modified to apply equally to community colleges and state universities. The majority of postsecondary education students in Florida transfer between community colleges and state universities, and CLEP and PEP are recognized in the articulation agreement. The State needs a policy that is clear and consistent across the two-plus-two system on the acceptance of credit-by-examinations, appropriate cutoff levels, and credits to be earned. The reverse transfer student who transfers from a state university to a community college which does not accept CLEP credit accentuates the problem with the current statute. In addition, PEP and other nationally-standardized examinations protected under the articulation agreement should also be included in this statute.

Recommendation:

1. Section 240.115, Florida Statutes, should be amended to require that both community colleges and state universities offer and award appropriate credit for CLEP, PEP and other nationally-standardized, credit-by-examination options protected under the articulation agreement.

Examining the 50th Percentile

Concern was expressed by faculty and administrators that the 50th percentile may be too low for granting CLEP credit for the general examinations. This cutoff was set in the 1970's before additional statutory and rule requirements such as CLAST, common placement and the Gordon Rule were placed on students. Based on the written comments which were received on the survey, administrator and faculty criticism of this cutoff score applies primarily to the CLEP general examinations in English composition and mathematics. However, concerns were also expressed about the cutoff scores for other CLEP general examinations. The Commission concludes that an analysis of the 50th percentile for all five CLEP general examinations is warranted.

Recommendation:

2. The Articulation Coordinating Committee, in collaboration with English, mathematics, social studies, natural sciences, and humanities faculty members should examine the cutoff scores for the five CLEP general examinations to determine if the current level is still the most appropriate percentile to be used for granting credit. The Articulation Agreement should be amended, if necessary, to reflect the results of this analysis by March 1988.

Need for Empirical Research on CLEP, CLAST and Common Placement Tests

As discussed in Chapter II, several studies have shown that students who receive CLEP credit tend to have higher grade point averages and higher graduation rates than students who do not receive CLEP credit. Most of the research on CLEP predates the Florida statutory requirements for common placement tests and CLAST examinations. The relationship of the performance of students who receive CLEP credit to their performance on the common

placement tests and CLAST examination has yet to be addressed empirically. The Commission recognizes that the sample size for this research study will be small due to the significant decrease in the number of students who have taken the CLEP general examinations in recent years; however, the Commission believes the sample may be large enough to reach a valid conclusion.

Recommendation:

3. The Assessment, Testing and Evaluation Section of the Florida Department of Education, in cooperation with the Board of Regents and the State Board of Community Colleges, should conduct an empirical study to determine how students who take and receive credit for CLEP general examinations in English and mathematics perform on the common placement tests and the CLAST examination. This research should include an analysis of the courses students take in lieu of those for which they receive CLEP credit. If the results of this research indicate that students who are granted CLEP credit do not perform as well on the CLAST examination when compared to students who have taken coursework, consideration should be given to modifying Section 240.115(5), Florida Statutes, to eliminate the CLEP general examinations in English composition and mathematics from this statute. The results of this study should be reported to the State Board of Education and Legislature by March 1, 1988. No final decision by the State Board of Education on the possible elimination of the CLEP general examinations in mathematics and English composition from the Articulation Agreement should be made until this research, and the analysis of the appropriate cutoff levels called for in the previous recommendation, are completed.

CLEP and the Gordon Rule

As described in Chapters I and II, the Gordon Rule (SBER 6A-10.30) establishes assessment procedures designed to measure student achievement in college-level communication and computation skills. Twelve semester hours of English coursework are required in which the students must demonstrate adequate writing skills. Six semester hours of mathematics at the level of college algebra or higher are also required. Under the exceptions and waivers to the Gordon Rule, students can exempt three of the six hours of required mathematics credits based on satisfactory performance on the CLEP examination; however, due to the writing requirements, no similar waiver exists for the English component. Furthermore, no institution provided information that they had submitted and received approval from the State Board of Education on an alternate plan involving the use of CLEP to satisfy the Gordon Rule requirements. A related issue which will be addressed in the research study called for in the third recommendation is to what extent CLEP is used to enhance the quality and challenge of the educational experience. In other words, information will be obtained on whether or not students take the CLEP examination in English, receive credit and then meet the Gordon Rule requirement with higher level courses.

Recommendation:

4. If the results of the empirical research on the relationship of student performance on CLEP and CLAST indicate that students who receive CLEP credit do as well or better on CLAST examinations, then the Gordon Rule (SBER 6A-10.30) should be modified to permit students to receive up to six of the 12 semester hours in English through the use of the CLEP general and subject examinations in English.

Informing Students About CLEP and PEP

Several questions on the Commission's survey related to student awareness of CLEP. The response to these questions by administrators and faculty varied. While most administrators and faculty acknowledged that information on CLEP was available to students in catalogs and other school publications, 40 percent of the faculty and 24 percent of the administrators stated that academic counselors should not advise students to attempt CLEP examinations. In response to a question regarding whether financial aid counselors advise students of the possible savings attached to successful completion of CLEP, 30 percent of administrators responded 'no', 40 percent had 'no opinion' and only 31 percent responded affirmatively. When asked the same question in 1976, 67 percent of the administrators responded affirmatively. One questions whether students currently enrolled in Florida postsecondary institutions are aware of CLEP and PEP options and the benefits derived from nationally-standardized, credit-by-examination programs included in the articulation agreement. Although students may choose not to take these examinations and elect to complete the introductory courses to enhance their grade point averages, they should still be informed about credit-by-examination options and the potential savings to the individual and the State in terms of cost and time.

While the number of CLEP candidates in all age groups has declined, the relative percentages of persons 26 years of age and older who take CLEP have increased. Nationally, in 1985-86, 48 percent of all CLEP candidates were 26 years of age and over. While the percentage of older students in Florida taking CLEP has increased since 1980, the number of "older" students taking CLEP in Florida is lower than the national average (32% in 1985-86).

Because of the increase in enrollment of older students, many of whom are employed, and the desire of these students to complete their coursework in an expeditious manner, the College Board has recently promoted the use of CLEP by business and industry. By providing educational counseling services to potential students, and working with local postsecondary institutions, several national companies have encouraged their employees to take CLEP examinations to gain college credits and shorten the time needed to obtain baccalaureate degrees.

Recommendations:

5. The results of the research efforts recommended by the Commission should be communicated by the Department to community college, university and high school administrators so that they may be shared with faculty members and counselors who are in the best position to advise and encourage students to attempt CLEP, PEP, and other

nationally-standardized, credit-by-examination options protected under the articulation agreement.

6. CHOICES, the computerized guidance and information system available to Florida high school and college students, should include information on the potential financial and time savings available to students through CLEP, PEP and other nationally-standardized, credit-by-examination programs included in the articulation agreement.

7. Regional business and postsecondary education consortia in Florida should advise business and industry in their region of the CLEP option for their employees who wish to pursue an undergraduate education. Interested industries should be encouraged to contact the College Board. In cooperation with postsecondary education institutions and the College Board, regional consortia could sponsor workshops on the advantages of CLEP to the employee who wants to obtain a college degree at a postsecondary institution in Florida.

Summary

CLEP examinations provide an important student acceleration mechanism for those who acquire knowledge through means other than traditional coursework. Through credit-by-examination programs, students are provided with opportunities for accelerating their college studies and this may result in financial savings for both the students and the State. Credit-by-examination programs have also been recognized by Florida policymakers as appropriate for shortening a program for students and avoiding redundancy in coursework. The time required to complete the baccalaureate degree program has increased in certain disciplines to 4.5 years and more; CLEP and other nationally-standardized, credit-by-examination programs protected by the articulation agreement may be used by advanced students to complete their program of studies in the traditional four years or less.

Although the attitudes of faculty and administrators toward CLEP subject examinations are more favorable than toward the CLEP general examinations, the Commission found no reason at this time to recommend that the general examinations be eliminated from the articulation agreement. The Commission recommends, however, that certain research activities be completed before a final decision is made on the CLEP general examinations in English composition and mathematics. Nonetheless, the Commission believes that a consistent state policy in both community colleges and state universities on the use of CLEP, PEP, and other nationally-standardized, credit-by-examination programs included in the articulation agreement is essential.

Both the Board of Regents and the State Board of Community Colleges are currently updating their master plans; a narrative on state and institutional policies regarding credit-by-examination would be a valuable addition to these documents. In addition, counseling opportunities for students which include credit-by-examination options should be stressed within the master plan of each board. The Commission concludes that CLEP and PEP are not for all students, however, they provide a valuable option for advanced students and those seeking either higher level coursework or time-shortening educational opportunities.

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APPENDIX A

Survey Results

for Administrators and Faculty

I. General Concerns and Information (Questions 1-17)

1. **To what extent, are you familiar with the CLEP?**

	Administrators				Faculty			
	Familiar %	Somewnat Familiar %	Not Familiar %	Missing %	Familiar %	Somewhat Familiar %	Not Familiar %	Missing %
Comm. Coll.	57.5	41.1	--	1.4	26.3	67.8	5.9	--
State Univ.	64.0	36.0	--	--	43.9	53.7	2.4	--
Column Total	59.2	39.8	--	1.0	30.8	64.2	5.0	--

2. **Do you believe that the CLEP general examinations are appropriate tools for granting credit-by-examination in Florida?**

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	82.2	16.4	1.4	48.3	31.4	20.3
State Univ.	64.0	32.0	4.0	58.5	29.3	12.2
Column Total	77.6	20.4	2.0	50.9	30.8	18.2

If Yes or No, please specify why: (See Chapter III-B for comments).

3. **Do you believe the CLEP subject area examinations are appropriate tools for granting credit-by-examination in Florida?**

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	87.7	9.6	2.7	64.4	21.2	14.4
State Univ.	92.0	4.0	4.0	51.2	39.0	9.8
Column Total	88.8	8.2	3.1	61.0	25.8	13.2

If Yes or No, please specify why: (See Chapter III-B for comments.)

4. **Section 240.115, Florida Statutes, which requires institutions to offer CLEP general examinations, applies only to the State University System. Do you believe a similar statute should be enacted which would apply to the State's community colleges?**

	Administrator				Faculty			
	Yes %	No %	Other %	Missing %	Yes %	No %	Other %	Missing %
Comm. Coll.	41.1	52.1	6.8	--	46.6	47.5	5.1	.8
State Univ.	48.0	36.0	12.0	4.0	41.5	43.9	9.8	4.9
Column Total	**42.9**	**48.0**	**8.2**	**1.0**	**45.3**	**46.5**	**6.3**	**1.9**

5. **Do you believe that Section 240.115, Florida Statutes, which requires Florida's universities to offer CLEP general examinations has had an overall positive effect on university campuses?**

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	23.3	12.3	64.4	14.4	11.9	73.7
State Univ.	44.0	28.0	28.0	24.4	39.0	36.6
Column Total	**28.6**	**16.3**	**55.1**	**17.0**	**18.9**	**64.2**

If Yes or No, please specify why: (See Chapter III-B for comments).

6. **Should the statute be modified to include CLEP subject area examinations?**

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	41.1	26.0	32.9	39.0	28.8	32.2
State Univ.	56.0	28.0	16.0	31.7	43.9	24.4
Column Total	**44.9**	**26.5**	**28.6**	**37.1**	**32.7**	**30.2**

7. **Should this statute be eliminated?**

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	19.2	56.2	24.7	25.4	44.9	29.7
State Univ.	28.0	56.0	16.0	43.9	34.1	22.0
Column Total	**21.4**	**56.1**	**22.4**	**30.2**	**42.1**	**27.7**

8. **Do you believe that there currently exists a more appropriate mechanism for granting credit-by-examination in Florida than the College-Level Examination Program?**

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	16.4	67.1	16.4	16.9	43.2	39.8
State Univ.	28.0	52.0	20.0	29.3	26.8	43.9
Column Total	**19.4**	**63.3**	**17.3**	**20.1**	**39.0**	**40.9**

9. **The cutoff score for granting CLEP credit in Florida has been set at the fiftieth percentile on a national norm. Is this score?**

	Administrator				Faculty			
	Too High %	Too Low %	Appro-priate %	No Opinion No Answer %	Too High %	Too Low %	Appro-priate %	No Opinion No Answer %
Comm. Coll.	1.4	30.1	57.5	11.0	--	49.2	27.1	23.7
State Univ.	--	44.0	44.0	12.0	--	63.4	22.0	14.6
Column Total	**1.0**	**33.7**	**54.1**	**11.2**	**--**	**52.8**	**25.8**	**21.4**

10. Is CLEP information available to the students at your institution in the college's catalogue and/or other school publications?

	Administrator			Faculty		
	Yes %	No %	Missing %	Yes %	No %	Missing %
Comm. Coll.	98.6	1.4	--	89.0	5.9	5.1
State Univ.	96.0	4.0	--	92.7	4.9	2.4
Column Total	98.0	2.0	--	89.9	5.7	4.4

11. In your opinion, has CLEP had a more profound effect on Florida's state universities or community colleges?

	Administrator				Faculty			
	State Univ.	Comm. Colleges	Same or Both	No Opinion /No Answer	State Univ.	Comm. Colleges	Same or Both	No Opinion /No Answer
Comm. Coll.	16.4	6.8	30.1	46.6	23.7	2.5	11.9	61.9
State Univ.	24.0	12.0	8.0	56.0	9.8	14.6	17.1	58.5
Column Total	18.4	8.2	24.5	49.0	20.1	5.7	13.2	61.0

During the past ten years, has the use of CLEP general and subject examinations at your institution, increased, decreased or stayed the same?

12. General Examinations

	Administrator				Faculty			
	Increased %	Decreased %	Stayed the Same %	Missing %	Increased %	Decreased %	Stayed the Same %	Missing %
Comm. Coll.	20.5	41.1	21.9	16.4	5.9	17.8	25.4	50.8
State Univ.	16.0	48.0	20.0	16.0	4.9	29.3	22.0	43.9
Column Total	19.4	42.9	21.4	16.3	5.7	20.8	24.5	49.1

13. Subject Examinations

	Administrator				Faculty			
	Increased %	Decreased %	Stayed the Same %	Missing %	Increased %	Decreased %	Stayed the Same %	Missing %
Comm. Coll.	23.3	28.8	32.9	15.1	7.6	16.1	28.0	48.3
State Univ.	24.0	32.0	20.0	24.0	4.9	19.5	31.7	43.9
Column Total	23.5	29.6	29.6	17.3	6.9	17.0	28.9	47.2

14. Has the use of CLEP credit resulted in articulation problems as students attempt to transfer to a state university from a community college?

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	2.7	83.6	13.7	13.6	30.5	55.9
State Univ.	20.0	64.0	16.0	12.2	46.3	41.5
Column Total	7.1	78.6	14.3	13.2	34.6	52.2

15. In your opinion, has the reverse transfer student who transfers from a state university to a community college and who has received CLEP credit been adversely affected by community colleges which do not grant CLEP credit?

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	16.4	63.0	20.5	10.2	22.0	67.8
State Univ.	8.0	32.0	60.0	7.3	19.5	73.2
Column Total	14.3	55.1	30.6	9.4	21.4	69.2

16. Sections of low-cost introductory courses have been cancelled at some Florida colleges as a result of CLEP. Has this had a significant impact on high cost upper-level courses at your institution?

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	2.7	68.5	28.8	--	47.5	52.5
State Univ.	--	72.0	28.0	2.4	61.0	36.6
Column Total	**2.0**	**69.4**	**28.6**	**.6**	**50.9**	**48.4**

17. If a student registers for a course at your institution and then successfully takes a CLEP test to satisfy the requirements of the course in lieu of attending class, should the State still count the credit to generate FTE?

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	72.6	15.1	12.3	65.3	18.6	16.1
State Univ.	60.0	20.0	20.0	36.6	31.7	31.7
Column Total	**69.4**	**16.3**	**14.3**	**57.9**	**22.0**	**20.1**

II. Faculty Perceptions (Questions 18-25)

How would you best describe the reaction of your school's faculty to CLEP general and subject examinations?

18. General Examinations

	Administrator				
	Strongly Supportive %	Supportive %	Neutral %	Opposed %	Missing %
Comm. Coll.	1.4	37.0	41.1	16.4	4.1
State Univ.	--	32.0	44.0	24.0	--
Column Total	**1.0**	**35.7**	**41.8**	**18.4**	**3.1**

Faculty

	Strongly Supportive %	Supportive %	Neutral %	Opposed %	Missing %
Comm. Coll.	1.7	31.4	40.7	16.9	9.3
State Univ.	2.4	19.5	43.9	29.3	4.9
Column Total	**1.9**	**28.3**	**41.5**	**20.1**	**8.2**

19. Subject Examinations

Administrator

	Strongly Supportive %	Supportive %	Neutral %	Opposed %	Missing %
Comm. Coll.	1.4	38.4	39.7	15.1	5.5
State Univ.	--	36.0	52.0	12.0	--
Column Total	1.0	37.8	42.9	14.3	4.1

Faculty

	Strongly Supportive %	Supportive %	Neutral %	Opposed %	Missing %
Comm. Coll.	.8	33.1	32.2	23.7	10.2
State Univ.	--	19.5	34.1	39.0	7.3
Column Total	.6	29.6	32.7	27.7	9.4

20. Is the reaction of the faculty at your school to CLEP also indicative of their reaction to all credit-by-examination instruments?

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	67.1	26.0	6.8	40.7	22.0	37.3
State Univ.	36.0	32.0	32.0	41.5	24.4	34.1
Column Total	**59.2**	**27.6**	**13.3**	**40.9**	**22.6**	**36.5**

Comment: (See Chapter III-E for comments).

The general examinations of the College-Level Examination Program consist of a battery of five tests. In your view, what is the general opinion of your faculty regarding each of the following CLEP tests?

21. English Composition

Administrator

	Very Favorable %	Somewhat Favorable %	Somewhat Unfavorable %	Very Unfavorable %	No Opinion/ No Answer %
Comm. Coll.	8.2	28.8	19.2	26.0	17.8
State Univ.	--	40.0	16.0	24.0	20.0
Column Total	6.1	31.6	18.4	25.5	18.4

Faculty

	Very Favorable %	Somewhat Favorable %	Somewhat Unfavorable %	Very Unfavorable %	No Opinion/ No Answer %
Comm. Coll.	3.4	16.9	12.7	19.5	47.5
State Univ.	7.3	19.5	17.1	24.4	31.7
Column Total	4.4	17.6	13.8	20.8	43.4

22. Humanities

Administrator

	Very Favorable %	Somewhat Favorable %	Somewhat Unfavorable %	Very Unfavorable %	No Opinion/ No Answer %
Comm. Coll.	11.0	38.4	15.1	13.7	21.9
State Univ.	--	40.0	28.0	8.0	24.0
Column Total	8.2	38.8	18.4	12.2	22.4

Faculty

	Very Favorable %	Somewhat Favorable %	Somewhat Unfavorable %	Very Unfavorable %	No Opinion/ No Answer %
Comm. Coll.	5.9	14.4	13.6	9.3	56.8
State Univ.	9.8	24.4	17.1	14.6	34.1
Column Total	6.9	17.0	14.5	10.7	50.9

23. Mathematics

	Very Favorable %	Somewhat Favorable %	Administrator Somewhat Unfavorable %	Very Unfavorable %	No Opinion/ No Answer %
Comm. Coll.	13.7	31.5	20.5	15.1	19.2
State Univ.	--	32.0	32.0	16.0	20.0
Column Total	10.2	31.6	23.5	15.3	19.4

	Very Favorable %	Somewhat Favorable %	Faculty Somewhat Unfavorable %	Very Unfavorable %	No Opinion/ No Answer %
Comm. Coll.	9.3	20.3	18.6	6.8	44.9
State Univ.	2.4	26.8	14.6	26.8	29.3
Column Total	7.5	22.0	17.6	11.9	40.9

24. Natural Sciences

	Very Favorable %	Somewhat Favorable %	Administrator Somewhat Unfavorable %	Very Unfavorable %	No Opinion/ No Answer %
Comm. Coll.	6.8	43.8	13.7	9.6	26.0
State Univ.	--	31.0	33.0	8.0	28.0
Column Total	5.1	40.8	18.4	9.2	26.5

	Very Favorable %	Somewhat Favorable %	Faculty Somewhat Unfavorable %	Very Unfavorable %	No Opinion/ No Answer %
Comm. Coll.	4.2	19.5	17.8	7.6	50.8
State Univ.	7.3	17.1	14.6	22.0	39.0
Column Total	5.0	18.9	17.0	11.3	47.8

25. Social Sciences

Administrator

	Very Favorable %	Somewhat Favorable %	Somewhat Unfavorable %	Very Unfavorable %	No Opinion/ No Answer %
Comm. Coll.	12.3	42.5	15.1	6.8	23.3
State Univ.	--	40.0	24.0	8.0	28.0
Column Total	9.2	41.8	17.3	7.1	24.5

Faculty

	Very Favorable %	Somewhat Favorable %	Somewhat Unfavorable %	Very Unfavorable %	No Opinion/ No Answer %
Comm. Coll.	3.9	21.2	11.9	4.2	56.8
State Univ.	9.8	22.0	9.8	14.6	43.9
Column Total	6.9	21.4	11.3	6.9	53.5

III. Student Awareness of CLEP (Questions 26-30)

26. Do older students at your institution utilize CLEP more frequently than younger students?

	Administrator				Faculty			
	Yes %	No %	Not Certain %	No Opinion /No Answer %	Yes %	No %	Not Certain %	No Opinion /No Answer %
Comm. Coll.	23.3	37.0	32.9	6.8	17.8	19.5	44.9	17.8
State Univ.	8.0	36.0	48.0	8.0	7.3	24.4	43.9	24.4
Column Total	19.4	36.7	36.7	7.1	15.1	20.8	44.7	19.5

27. Do students at your institution view CLEP as a significant form of financial assistance?

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	20.5	60.3	19.2	11.9	41.5	46.6
State Univ.	16.0	52.0	32.0	22.0	36.6	41.5
Column Total	**19.4**	**58.2**	**22.4**	**14.5**	**40.3**	**45.3**

28. Do financial aid counselors at your institution advise students of the possible savings attached to successful completion of the CLEP general and subject examinations?

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	37.0	28.8	34.2	21.2	9.3	69.5
State Univ.	12.0	32.0	56.0	7.3	4.9	87.8
Column Total	**30.6**	**29.6**	**39.8**	**17.6**	**8.2**	**74.2**

29. Do you believe that academic counselors should advise students to attempt the CLEP general examinations?

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	64.4	23.3	12.3	41.5	36.4	22.0
State Univ.	56.0	24.0	20.0	43.9	48.8	7.3
Column Total	**62.2**	**23.5**	**14.3**	**42.1**	**39.6**	**18.2**

30. **Are there students attending your institution who likely would not have attended college except for the opportunity of receiving credits through the CLEP program?**

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	20.5	45.2	34.2	12.7	34.7	52.5
State Univ.	12.0	60.0	28.0	17.1	31.7	51.2
Column Total	**18.4**	**49.0**	**32.7**	**13.8**	**34.0**	**52.2**

IV. Effect of Recent Legislation (Questions 31-37)

31. **In light of the Gordon rule requirements, (SBER 6A-10.30), should CLEP credit continue to be granted to students for the CLEP general examination in mathematics?**

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	57.5	39.7	2.7	42.4	36.4	21.2
State Univ.	44.0	44.0	12.0	36.6	48.8	14.6
Column Total	**54.1**	**40.8**	**5.1**	**40.9**	**39.6**	**19.5**

32. **In light of the Gordon rule requirements, (SBER 6A-10.30), should CLEP credit continue to be granted for the CLEP general examination in English?**

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	46.6	50.7	2.7	29.7	52.5	17.8
State Univ.	48.0	40.0	12.0	31.7	53.7	14.6
Column Total	**46.9**	**48.0**	**5.1**	**30.2**	**52.8**	**17.0**

33. Has your institution considered an alternate plan for utilizing CLEP to satisfy the Gordon Rule as provided in SBER 6A-10.30(3)(d)?

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	20.5	71.2	8.2	11.0	39.0	50.0
State Univ.	--	68.0	32.0	2.4	29.3	68.3
Column Total	**15.3**	**70.4**	**14.3**	**8.8**	**36.5**	**54.7**

34. Has the CLAST examination had any effect on the use of the CLEP examinations at your institution?

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	15.1	61.6	23.3	15.3	35.6	49.2
State Univ.	16.0	68.0	16.0	4.9	36.6	58.5
Column Total	**15.3**	**63.3**	**21.4**	**12.6**	**35.8**	**51.6**

35. Has the requirement for common placement tests for college freshmen had any effect on the use of CLEP?

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	2.7	76.7	20.5	1.7	41.5	56.8
State Univ.	12.0	76.0	12.0	2.4	29.3	68.3
Column Total	**5.1**	**76.5**	**18.4**	**1.9**	**38.4**	**59.7**

36. Is the transfer of credit requirement for CLEP as stated in the articulation agreement, (that is, up to 6 semester hours in each of the five general areas), still appropriate?

	Administrator			Faculty		
	Yes %	No %	No Opinion/No Answer %	Yes %	No %	No Opinion/No Answer %
Comm. Coll.	69.9	17.8	12.3	33.9	20.3	45.8
State Univ.	56.0	32.0	12.0	48.8	31.7	19.5
Column Total	66.3	21.4	12.2	37.7	23.3	39.0

37. Do the degree requirements at your institution prohibit the use of CLEP general examinations?

	Administrator			Faculty		
	Yes %	No %	Missing %	Yes %	No %	Missing %
Comm. Coll.	9.6	87.7	2.7	7.6	82.2	10.2
State Univ.	8.0	88.0	4.0	9.8	80.5	9.8
Column Total	9.2	87.8	3.1	8.2	81.8	10.1

V. Comments on CLEP (Question 38)

See text within Chapter III.

VI. Proficiency Examination Program (PEP) (Questions 40-41)

40. The House Oversight Committee requested that the Commission also examine the PEP (Proficiency Examination Program) which now is contained within the articulation agreement (SBER 6A 10.24) for the subjects of Afro-American History, Microbiology, Physical Geology, and Statistics. Are you familiar with PEP?

	Administrator			Faculty		
	Yes %	No %	Missing %	Yes %	No %	Missing %
Comm. Coll.	30.1	67.1	2.7	3.4	90.7	5.9
State Univ.	16.0	72.0	12.0	4.9	87.8	7.3
Column Total	26.5	68.4	5.1	3.8	89.9	6.3

41. If you answered YES to Item 40, please comment on whether you feel the PEP program is an appropriate credit-by-examination program for use in Florida?

(See text in Chapter III.)

APPENDIX B

CLEP Policies at State Universities in Florida

CLEP POLICIES AT STATE UNIVERSITIES IN FLORIDA

This appendix highlights the CLEP policies that are in effect at the nine state universities in Florida as contained in printed materials provided to the Commission by the state universities. Any discrepancy among institutions in the minimum score required for awarding CLEP credit for the general examination in English composition is probably due to the fact that the College Board renormed this examination in 1986. Specifically, prior to March 1986, 610 was the equivalent score at the 50th percentile on the CLEP general examination in English composition; the renormed score is 500. The recent modification is not reflected in the information provided by some institutions.

University of Florida

The College-Level Examination Program is another type of credit by examination opportunity sponsored by the College Entrance Examination Board. By presenting appropriate scores, students may receive as many as 30 semester hours credit toward completion of general education requirements. Their scores on the CLEP general examinations must meet the minimums established by the State University System.

In accordance with the Articulation Agreement (agreement between public community colleges and public state universities on the acceptance of credit by transfer), the University of Florida awards credit for CLEP examinations based on the following scaled scores:

CLEP General Examination	Minimum Score Required for Credit	Maximum Semester Hours Credit
*English Comp. with Essay	Scale Score 500	6
Social Sciences	Scale Score 488	6
Biology	Scale Score 50	3
Physical Sciences	Scale Score 49	3
Humanities	Scale Score 489	6
Mathematics	Scale Score 497	6

*Students should seriously consider their decision about taking the CLEP general examination in English. Experience has shown that those who score below the 75th percentile are often handicapped because they have not had college courses in composition. However, those students who do decide to take the CLEP English examination are required to take the option that includes an essay examination so that their scores will be at least partially based on a writing sample.

Additional credit may be awarded for satisfactory scores on certain CLEP subject area examinations. The maximum amount of credit that may be earned or transferred under the CLEP program, both general and subject examinations combined is 45 semester hours or 67.5 quarter hours.

Florida State University

Florida State University grants credit in lieu of coursework for both the general and subject matter examinations of the College-Level Examination Program. Credits are awarded to any regularly admitted, degree-seeking, undergraduate student who scores at or above the fiftieth percentile level of the combined men-women sophomore norms on the CLEP General Examinations, provided they have not attempted comparable credit at the college level in the appropriate Liberal Studies area, received credit through CEEB, or in the specific discipline. A maximum of thirty (30) semester hours of credit by examination may apply toward the completion of Liberal Studies.

The total number of hours a student may earn through CLEP and/or any other credit-by-examination program may not exceed sixty (60); the minimum residence requirement of the final thirty (30) semester hours may not be waived.

Florida A & M University

The main tool now being used by FAMU to certify demonstrable educational attainment is the College-Level Examination Program (CLEP). The applicant must score at or above the 50th percentile national norms attained by students in regular college classes to receive credit. On the basis of nine hours per area, the student may earn up to 45 hours of freshman credit on the General Examinations (English, mathematics, natural sciences, humanities, and social sciences-history). He may also earn considerable credit on a course-by-course basis by taking subject examinations.

University of South Florida

The University of South Florida offers credit-by-examination in a number of undergraduate courses and areas. Students entering USF may earn credit equivalent to a year or more of coursework, resulting in a reduction of the usual four-year span of study toward the bachelor's degree by the number of credits earned in the testing program.

CLEP general and subject area examinations are generally transferable at the indicated score levels among Florida public colleges to a maximum of 45 semester hours. Note, however, that on subject area examinations, essay portions may be required at USF.

Credit earned for the Freshman English courses through the CLEP program does not count toward the requirement of courses having 6000 written words. Successful performance on the CLEP general mathematics examination does serve as one of the two mathematics courses.

Florida Atlantic University

Undergraduate students may earn up to 27 semester credits from the CLEP general examinations provided they have not received comparable college credit by examination or completed a course in which the accumulation of knowledge or skills in the examination area is essential.

CLEP General Examination

Minimum Lower-Division Credit	Score	Credit
English Composition (with essay)*	610	6
Humanities	489	6
Mathematics **	497	3
Science	489	6
Social Science - History	488	6

*Cannot be used to satisfy state writing requirement. Elective credit only.

**May be used to satisfy one course in algebra of state computation requirement.

Undergraduate students may earn up to 30 semester credits from the CLEP subject examinations provided they have not received comparable college credit in the CLEP examination area or have not completed a more advanced course in which the accumulation of knowledge or skills in the examination area is essential. Minimum scores are subject to change at any time.

University of West Florida

A combined total of 60 semester hours, of which not more than 20 semester hours may be upper-level credit, may be accepted for transfer. Credit toward lower division requirements must be approved by the Dean, College of Arts & Sciences.

Categories and maximum acceptable limits are:

Military Service Schools.....30 semester hours
USAFI/DANTES Credit.....30 semester hours
Civilian Non-Traditional Credit.....30 semester hours
Correspondence/Extension Credit.....20 semester hours
College-Level Examination Program.....30 semester hours
Advanced Placement Program.....30 semester hours
Departmental Proficiency Examination.....30 semester hours

University of Central Florida

The University of Central Florida grants university credit for examinations taken under the CLEP program provided the score obtained is at the 50th percentile or above on the National Sophomore CLEP norms. The University of Central Florida will award up to 45 semester hours of university credit under the CLEP program.

University of North Florida

For students who enter UNF with less than 60 credit hours, the CLEP general examinations are not accepted. Students with 60 or more transfer hours who have earned credit through CLEP at another Florida public institution prior to initial enrollment at UNF will receive transfer credit. The applicability of those credits to general education requirements will be reviewed on an individual basis for all students who have not earned the AA degree from a Florida public institution.

Florida International University

The University awards credit for CLEP scores at the 50th percentile or higher. For students entering with more than 48 semester hours, the following CLEP general examinations can meet the General Education requirements:

English Composition with Essay: A student will be awarded up to six semester hours of credit for English, less hours previously earned in any college-level English course. These credits will not count towards fulfilling the English Composition requirement.

Humanities: A student will be awarded up to six semester hours of credit if a satisfactory score is achieved.

Mathematics: A student will be awarded up to six semester hours of credit if a satisfactory score is achieved.

Natural Science: A student will be awarded up to three semester hours or credit in biology of physical science, or both, if a satisfactory score is achieved.

Social Science: A student will be awarded six semester hours of credit if a satisfactory score is achieved.

APPENDIX C

CLEP Policies at Selected Community Colleges in Florida

CLEP POLICIES AT SELECTED COMMUNITY COLLEGES IN FLORIDA*

Brevard Community College

Students may earn college credits through a national examination program. Acceptable scores are at the 50th percentile of the national CLEP norms for both the subject and general examinations. The subject exams measure achievement in specific college courses while the general exams cover five wide areas. A maximum of 30 credit hours at Brevard Community College may be earned through the general CLEP examinations listed below.

CLEP General Examinations	Course Equivalent	Amount Credit Awarded	Minimum Acceptable Score*
College Composition (with essay)	ENC 1101-1102	6	610
Social Science	SSI 1011-1012	6	488
Natural Science	PSC 1321-APB 1150C	6	489
Humanities	HUM 2210-2230	6	489
Mathematics	MGF 1113-1114	6	497

*Acceptable score subject to change

*Source: Printed materials provided to the Commission by the community colleges.

CLEP Subject Examinations measure achievement in specific college courses. No duplicate credit can be earned. A listing of the CLEP subject exams and their course equivalent as well as additional information and applications are available in the Student Services office on each campus.

Credit by Examination: A student may receive credit by examination on a course equivalent basis. Transfer credit and credit by examination in the same course cannot be granted nor can the student receive credit by examination for a course that is a prerequisite to a course for which credit has been received or for which the student is currently enrolled. Up to 45 semester hours may be earned in one or any combination of the approved credit by examination programs. Interested students should contact the Office of Student Services for additional information.

Broward Community College

Several options are available to students to accelerate the completion of their programs: Advanced Placement; College-Level Examination Program (CLEP); Dual Enrollment (see Admissions); Early Admission (see Admissions); Term combinations; and Credit for Experiential Learning.

Students who score at the 50th percentile or above on certain general or subject examinations administered by the Education Testing Service in its

College-Level Examination Program may be granted up to 30 semester hours of credit. Details of the policy are available from the Counseling Office.

Central Florida Community College

CLEP scores have been accepted by Central Florida Community College since 1972. Students scoring at or above the 50th percentile level (as approved by the State Board of Education) will have met Central Florida's course requirements in the following areas:

CLEP General Exam	Hours Credit
English (w/essay)	6
Humanities	6
Mathematics	6
Natural Sciences	
Biology	3
Physical Sciences	3
Social Sciences	6

In addition to the 30 hours of CLEP credit permitted in the general exams area, Central Florida will allow 15 hours credit in subject area exams.

Chipola Junior College

For the CLEP tests, Chipola awards credit for general examination scores as approved by the State Department of Education. Credit will be awarded for satisfactory general examination scores in the areas of Mathematics, Natural Science, Humanities, Social Science/History and English (with the essay component). The maximum credit awarded for general examination scores is 27 semester hours or 6 semester hours for each area (except mathematics in which 3 semester hours will be awarded). Credit will be awarded for any CLEP subject examination for which the student's scores are acceptable, as approved by the State Department of Education. The maximum credit for the subject examination scores is 15 semester hours; for both the subject and general examination scores, the maximum is 42 semester hours.

Indian River Community College

Indian River Community College does not administer the College-Level Examination Program. Students may be awarded credit through the CLEP program to the extent specified in the CLEP amendment of the Articulation Agreement. The Guidance Division will inform the student of those subject areas in which CLEP credit may be earned. The minimum acceptable performance level is the 50th percentile for the general examinations.

Lake-Sumter Community College

Lake-Sumter Community College participates in the CLEP conducted by the College Entrance Examination Board. This program is primarily designed to enable those who have reached the college level of education through such non-traditional ways as correspondence study, independent study, and

on-the-job experience to earn college credit by examination. Students currently enrolled at Lake-Sumter Community College and applicants for admission are eligible to apply for participation in CLEP.

Students may earn a maximum of 39 semester hours of credit though CLEP. Lake-Sumter Community College will award credit to those who achieve the following scores, or higher, on the subject matter examinations listed below with no letter grades or quality points assigned.

Examination and Course Equivalent	**Minimum Score for Awarding Credit**	**Credit Hours Awarded**
American Government, POS 2041	50	3
American History I, AMH 2010	49	3
American History II, AMH 2020	49	3
American Literature, AML 2010-2022	50	6
Biology, APB 1150	49	3
College Algebra, MAT 1033	48	3
English Literature, ENL 2012-2022	49	6
General Psychology, PSY 2012	50	3
Introduction to Accounting, ACG 2001-2011	50	6
Introduction to Sociology, SYG 2000 & Elective	50	6
Western Civilization I, EUH 1000	50	3
Western Civilization II, EUH 1001	48	3

No students will be permitted to take an examination for credit in a course in which they have already received credit. When courses come in blocks of six semester hours, students will not be permitted to earn three hours through CLEP. Students will not be permitted to take CLEP exams in courses for which they are currently enrolled, and will not be permitted to use CLEP for repeated courses.

Miami-Dade Community College

Up to 24 semester credits may be earned at Miami-Dade Community College through the general examinations. Credit will be awarded in the following subjects for examinees scoring at or above the required level:

CLEP Exam	Course Equivalent	Semester Credits
English Composition with Essay	ENC 101 & 102	6
Social Science	SSI 1120	3
Natural Science		
Biology	APB 1150	3
Physical Science	PSC 1515	3
Humanities	HUM 1020	3
Mathematics	MGF 1113 & MAT 1022	6

In addition to general examinations, credits may be earned through subject examinations. A total of forty-five (45) semester credits may be applied toward graduation from both the general and subject examinations.

North Florida Junior College

1. The six general examinations of the College-Level Examination Program will be administered only to bona fide or prospective students of North Florida Junior College.

2. Credit will be distributed in the following way:

Examinations (General)	NFJC Course Equivalent	Credit Hours Awarded
English Composition	English (ENC 1101 & 1102)	6
Western Civilization	West. Civ. (EUH 1000 & 1001)	6
Natural Sciences	Physical Science (PSC 1341C)	3
Humanities	Humanities (ARH 2001)	3
	Humanities (MUH 2001)	3
Mathematics	Mathematics (MAC 1104)	3
Examinations (Subject)		
French	French (FRE 1100 & 1101)	6
Spanish	Spanish (SPN 1100 & 1101	6
	Maximum hours to be earned	36

3. Credit hours under CLEP will only be awarded to those students who achieve the 50th percentile level on the Combined Men-Women Sophomore Norms. Letter grades and quality points will not be assigned.

4. Duplicate credit will not be awarded to students who have taken comparable courses at North Florida Junior College or elsewhere.

5. Credit hours awarded under CLEP may be used to satisfy the general education requirements, but will not enter into the computation of student grade point averages.

6. English and Humanities credit will not satisfy the Gordon Rule and additional courses carrying the 6000 written word requirements must be taken.

Okaloosa-Walton Junior College

CLEP General Examination: Students may earn up to 30 semester hours of credit by passing the CLEP general examinations at the national 50th percentile or better based upon the combined Male/Female Sophomore Norms. Students may not attempt credit by examination if they have earned six or more semester credits

with a grade of "C" or better in courses whose content includes materials similar to the materials to be covered in the test. This rule also applies to courses taken at the upper level in a senior university as well as the junior college level courses. If a student has earned fewer than six semester credits in such courses they will be awarded the difference between the number of semester hours earned and the six semester hours. Students must take the 90-minute examinations. In addition, the English portion requires the written essay be taken in order for credit to be awarded.

CLEP credits for mathematics and English: CLEP credits awarded Fall Semester 1982 or later and based on general and subject examinations in English and humanities will be accepted as elective credit. This elective credit can be used toward fulfillment of the English and humanities requirements at Okaloosa-Walton when the student satisfies the 6000 word writing requirement mandated for English and humanities courses by State Board Rule 6A-10.30. The student can satisfy this rule by enrolling in ENG 1001 Research Papers, 1 semester hour (one enrollment for each 3 semester hours awarded in English and humanities); a grade of "C" or higher must be earned in each enrollment in the Research Papers courses to satisfy the general education writing requirements. This course may be repeated as needed to fulfill the total writing requirement.

In mathematics, students will be able to receive credit for Intermediate Algebra through general examination. For College Algebra or higher, credits are awarded on the basis of the subject examination only.

CLEP Subject Examinations: Students may earn college credits in the subject examinations provided they have not completed a college-level degree-credit course with a "C" or better which is higher than or equivalent to the subject matter examination they plan to take.

Palm Beach Junior College

College credit may be awarded for acceptable scores on the College-Level Examination Program tests developed by the Educational Testing Service, Princeton, New Jersey.

Students presenting official transcripts of acceptable scores will be awarded a maximum of forty-five (45) semester hours of credit. Twenty-one (21) hours may be earned through the following general examinations: Natural Sciences, Mathematics, Humanities, and Social Sciences and History. Additional credits may be earned through various subject examinations.

Effective August 1, 1983, Palm Beach Junior College no longer gives credit for English through the CLEP general examination in English Composition or the English Composition with Essay.

Some colleges and universities do not allow credit for this program. It is the responsibility of the student to contact the institution to which he expects to transfer and determine the acceptability of this credit.

Pensacola Junior College

A maximum of 45 semester hours may be earned through the general and subject examinations of the CLEP. To earn credit a score at the 50th percentile level is required. Credit is earned after a determination has been made by the registrar specifying the course for which credit is being awarded. Application is made at the Test Center in the Student Affairs Building.

Polk Community College

The College-Level Examination Program provides an opportunity for qualified students to earn college credit by examination. Polk Community College will award credit for the CLEP examinations for scores at or above the national 50th percentile (combined sophomore norms for male and female). A maximum total of 45 semester hours of credit for subject examinations may be awarded. Students may earn credit in the specific CLEP examinations as long as they have not completed a college level course which is equivalent to or on a higher level than the subject matter of the exam. Although universities in Florida accept CLEP credits which are included in the A.A. degree, some colleges and universities either do not accept CLEP credit or require scores different from those acceptable at Polk Community College. It is each student's responsibility to determine the acceptability of this credit at institutions which are part of their future educational plans.

St. Petersburg Junior College

The college participates in the general examination program and the selected subject examination program. The decision as to acceptability of subject examinations is made in the educational services area, within the restrictions imposed by paragraph 6A-14.31(1a), State Board of Education Regulations.

The acceptable examinations, minimum acceptable scores for each examination, the course(s) for which credit will be granted and the number of semester hours credit for each examination are published in a brochure "College-Level Examination Program at St. Petersburg Junior College" by the registrar's staff.

Santa Fe Community College

CLEP was established to enable those who have reached a college level of education outside the classroom to demonstrate their achievement though testing and have the results used for college credit or placement. The required levels of performance on the examinations and the specific courses for which credit may be granted are subject to change according to the decisions of a statewide committee.

The CLEP examination may be taken at the University of Florida or any center authorized by the College Board. All scores are submitted to the Santa Fe Community College Office of Records and Admissions. The results are evaluated and recorded on the student's transcript if credit is earned. There is no charge for posting credits. Semester hours toward graduation are recorded as "credit by examination" with no grades or quality points given. These credits do not affect a student's grade point average. Credit for the general

examination may be earned in those areas where students have not already earned academic credit. Credit for the subject examinations may be earned provided the current College Catalog lists comparable courses and/or the student has not already earned credit for the particular course(s) for which Santa Fe could give examination credit. Credit is not awarded for a basic course in areas where advance course credit has been earned. No examination may be repeated in an attempt to receive credit. The maximum number of hours that may be earned on both the general and subject examinations combined is 48 semester hours.

Effective with the Winter 1983 Associate of Arts (A.A.) requirements, all courses requiring a minimum of a "C" grade for graduation may not be earned by CLEP examination. The only exception is in the mathematics area where a maximum of three (3) credits of the six (6) credits required may be earned by CLEP examination.

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer